

English as a Lingua Franca in a Japanese Context:
An Analysis of ELF-oriented Features in Teaching Materials and
the Attitudes of Japanese Teachers and Learners of English to
ELF-oriented Materials

Reiko Takahashi

Ph. D.
University of Edinburgh
2010

DECLARATION

I hereby declare that this thesis is of my own composition and that it contains no material submitted previously.

Reiko Takahashi

December 2010

English as a Lingua Franca in a Japanese Context: An Analysis of ELF-oriented Features in Teaching Materials and the Attitudes of Japanese Teachers and Learners of English to ELF-oriented Materials

As a result of the spread and growth of English as a global means of communication, a new approach to teaching and learning English has recently emerged: ELF – English as a lingua franca (ELF). Graddol (2006: 87) claims that "some of its [ELF] ideas are likely to influence mainstream teaching and assessment practices in the future". Indeed, a shift from traditional EFL goals to ELF has been observed in the documents of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan. Jenkins (2004) suggests that applied linguists and publishers will need to find ways of promoting a more ELF perspective in teaching materials. However, to begin with, the reason why the ELF approach is necessary for Japanese learners of English should be adequately discussed. Also, how people are likely to respond to the new materials in the future should be investigated.

The aim of this thesis is two-fold: (1) to examine current English language teaching practices in Japan from an ELF perspective, and (2) to examine the attitudes of Japanese people towards the new ELF-oriented practice. More specifically, the current study will focus on the teaching materials that are currently being used within the country. The research consists of three parts: (1) the identification of the characteristics of ELF; (2) an analysis of the EFL coursebooks and audiovisual materials according to those traits; and (3) an investigation of the attitudes of Japanese learners and teachers of English to ELF-oriented coursebooks and audiovisual materials by means of questionnaires and focus-groups.

EFL coursebooks and audio materials employed in the state and private sectors were analysed. ELF-orientation was found in different forms and to different degrees according to the level and the objectives of individual materials: this was apparent in the nationalities

and contexts represented, in the content of texts, and in English varieties in audio materials. There were some differences between publishers in the degree of ELF orientation.

717 students and 28 teachers were involved in the questionnaire survey. Sixteen students and nine teachers participated in the focus-group discussions. The survey data revealed that the informants showed strong reactions to certain ELF features in materials. They had little objection to ELF-features which were related to contextual factors of ELF (e.g. representation of characters in a dialogue). In contrast, they expressed more opinions regarding ELF-features which were closely related to the issues of a target model (e.g. written forms of non-standard English, and audio recordings which included NNS English).

The findings are discussed with regard to the implementation of ELF-oriented materials. Pedagogical implications are proposed for the further development of ELF-oriented materials and for possible changes in English language teaching in the Japanese educational system.

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ABBREVIATIONS USED

ALT	Assistant Language Teacher
AU	Australia
BZ	Brazil
CA	Canada
CH	China
CO	<i>Columbus</i>
EC	Expanding Circle
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ENL	English as a Native Language
ESL	English as a Second Language
IC	Inner Circle
ID	India
JHS	Junior High School
JP	Japanese
KR	Korea
KY	Kenya
MEXT	Ministry of Education, Culture, Sports, Science and Technology
NC	<i>New Crown</i>
NH	<i>New Horizon</i>
NNS	Non-native Speaker
NS	Native Speaker
NZ	New Zealand
OC	Outer Circle
OW	<i>One World</i>
RS	Russia
SG	Singapore
SHS	Senior High School
SP	Spain
SS	<i>Sunshine</i>
TE	<i>Total English</i>
WEs	World Englishes

Acknowledgements

First and foremost, I would like to express special thanks to my supervisors at the Institute of Applied Language Studies: Dr. Cathy Benson for her advice as a researcher and experienced language teacher, for her continuous support, and for her encouragement and patience; Dr. Aileen Irvine for joining us in the middle of my journey and for providing what I needed at the right time; and Dr. Hugh Trappes-Lomax, who showed me a way to accomplish my goal during the earliest stages of research.

I also extend gratitude to my examiners at the oral examination (Viva): Dr. Gibson Ferguson and Dr. Jill Northcott for their insightful comments and for their encouragement to continue with future research. My thanks also goes out to other teachers of the IALS, to Dr. Tony Lynch for his considerate help after the Viva, and to Dr. Brian Parkinson for his comments at my presentations at IALS seminars.

This study would have been impossible without help offered by the six schools and by the people who linked me to those schools: Ms. Harumi Currie, Ms. Tomoko Watanabe, Mr. Minoru Kishi, Professor Yuko Ikuta, Professor Koichi Ano. Thank you for providing me with invaluable research experience.

I am very grateful to those who supported me throughout my studies in Edinburgh: Mr. Eric and Mrs. Morag Pert and Mr. Ken and Mrs. Andrea Kinnear, whom I met through the Rotary. I would also like to thank the Rotary International for providing me with such a wonderful opportunity in my life.

Last but not least, I would like to thank my family for everything they did to help me complete this journey. I could not have managed it without you.

Chapter 1

Introduction

English has been used as a primary language for global communication in various fields and has spread around the world at an amazing speed. By 1997, the number of non-native English speakers (NNSs) was believed to outnumber that of native speakers (NSs) (Crystal 1997; Graddol 1997). The international use of English among NNSs without the presence of any NS is believed to be increasing as well (Graddol 1997, 2006; Jenkins 2000; Smith 1983; Widdowson 1994). Speakers of World Englishes (WEs) and English as a Lingua Franca (ELF) vastly outnumber those of English as a native language (ENL) and even those of English as a second (immigrant) language (ESL) and foreign language (EFL) (Jenkins 2006a).

Although the terms ‘native speaker’ and ‘non-native speaker’ are used quite freely in daily life, scholars believe that the native/non-native division is one of the most complex areas in applied linguistics (e.g. Davies 2003, Medgyes 1994). The term ‘native speaker’ is not meant to solely represent a speaker of Standard English or a speaker with Received Pronunciation (RP). According to Crystal (1995), less than 3 percent of British speakers of English are thought to speak with Received Pronunciation. By contrast, most British people “have either a regionally modified RP or a regional accent” (Jenkins 2002: 85). Another concern among scholars is that the term ‘non-native’ may possess negative connotations because it denies its inherent nativeness. Some scholars have attempted to replace the term ‘native-speaker’ so as to avoid this problem. Some alternative suggestions include: “proficient user[s] of a specific language” (Paikeday 1985: 98), “expert [speakers]” (Rampton 1990: 98) and “English-using speech fellowships” (Kachru 1985: 24). While I believe it is important to be aware of the broader definitions for ‘native’ and ‘non-native speakers’, I will continue (for the sake of convenience) to use these terms throughout this thesis. The working definition of native speakers is, ‘people who speak English as their first language’.

There are two different interpretations of ELF. According to Jenkins (2004: 33), the strict interpretation of a lingua franca is “language variety used between people who speak different first languages and for none of whom it is the mother tongue”. Strictly speaking, this first definition does not include the interactions between NS and NNS. The term “lingua franca” was first used to refer to “a variety that was spoken along the South-Eastern coast of the Mediterranean between appr. the 15th and 19th century” (Knapp and Meierkord 2002: 9, cited in Jenkins 2007: 1). It was “a pidgin, probably based on some Italian dialects in its earliest history, and included elements from Spanish, French, Portuguese, Arabic, Turkish, Greek and Persian” (Knapp and Meierkord 2002, cited in Jenkins 2007: 1).

The historical interpretation of the term “lingua franca” did not include NNS of *the language*. This could imply that NNS of English should be excluded from the definition of ELF (Jenkins 2007). As indicated by Jenkins (2007), there is a difficulty when it comes to constructing a *working* definition of ELF. The difficulty stems from the current situation where English is frequently used as an international language (functionally speaking). There are of course such occasions where English is being used as a mutual language in groups of people that include both NS(s) and NNS(s). Prodromou (2006) agrees that (NNS) ELF users will be encountering and interacting with NSs as well as NNSs. I do not think we can ignore these occurrences of English use when considering the definition of ELF.

My standpoint is that ELF can be said to include interactions in which both NS and NNS are involved – but it cannot be said to include interactions between NSs. I will use the weaker definition of ELF, which includes NS-NNS interactions, throughout this thesis. I decided to use the weaker one because, in this study, my special focus is on Japanese learners of English, and I think that they could encounter interactions in which both NS and NNS are involved, in addition to the interactions between NNSs.

Graddol (2006: 87) claims that “some of its [ELF] ideas are likely to influence mainstream teaching and assessment practices in the future”. Indeed, a new approach to teaching and learning English is recently emerging: the teaching approach of ELF –

English as a lingua franca. Although ELF is not a single variety but rather a situation of English use, the philosophy of teaching ELF could be reflected in the purposes, goals, target models, teaching materials and assessment methods of English learning and teaching. However, it is not the major approach of English language teaching (ELT) worldwide. Instead, teaching English as a foreign language (EFL) has been predominant for learners “for whom English had no internal function in their L1 country” (Jenkins 2000: 5).

Jenkins and Seidlhofer have developed descriptive work of ELF features. However, it is not yet definitive and they insist that further research should be conducted in this area (Jenkins 2000, 2002, 2003 and 2004; Seidlhofer, 2004). Jenkins (2004: 34) claims that it seems to be “important in ensuring the intelligibility of pronunciation between ELF speakers”. Ferguson (2006: 177) claims that there are still methodological and conceptual difficulties involved in the pursuit of an ELF model. Therefore, it would be “premature to make detailed pedagogical suggestions” regarding teaching ELF at this stage (Seidlhofer, 2004: 226). Seidlhofer (2004: 226) suggests, however, that “it is worth attempting a broad outline of likely consequences of an orientation towards teaching ELF”.

Under the compulsory education system in Japan, students start studying English as a school subject from 7th-grade. They study English for 3 years at junior-high school (JHS). In most senior-high schools (SHS), English is a required course, and so they additionally study English for 3 years at senior-high school. Recently, English lessons have been started at primary school, but are only for fifth and sixth grade pupils. Still they are not assessed in the lessons. Although it is not compulsory, almost all university entrance examinations include English as one of the subjects.

EFL has been the dominant approach for ELT in Japan for many years. Gottlieb (2005: 34, cited in McKenzie 2007: 25) pointed out that although “policy guidelines clearly reflect the desire to move towards a more communicative approach in English language teaching [see the action plan, following], it is highly debatable whether this has been followed in practice”. The Communicative approach or Communicative

Language Teaching (CLT) is a generalised term that means “learning sequences which aim to improve the students’ ability to communicate” (Harmer, 1999: 86). According to Harmer (1999: 85), “Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task”.

Fotos (1998: 303) observed that “In Japan, ... when EFL teaching commences in the first year of middle school, the primary goal is to master specific vocabulary items, translation skills, and grammar structures. At high school as well, the teaching of EFL is test-driven, aimed at preparing learners for university entrance examinations”. The activities in English classes at senior-high school are thus aimed to prepare students for the English examinations that are included in most university entrance examinations. As a result, main class activities tend to be reading, writing and grammar learning, rather than speaking and listening (Butler and Iino 2005: 29; Gottlieb 2005: 31-2).

In the teaching of English in Japan, “students are taught to translate word-by-word” (Okakura 1911, cited in Hino 1988: 51). The traditional method in Japan, “with its roots in the teaching of classical Chinese, has proved remarkably resilient” (Smith 2004: 155). The written form of the English entrance examinations has, however, “countered the aural-oral trend and provided support for the practical value of the traditional grammar-translation method” (Ike 1995: 9). At university level, “Lecture-style teaching in large classes that preclude student participation is still prevalent in Japan” (Davies 2006: 8).

“The central educational agency and the schools are quite aware of the drawbacks of this approach, since it produces learners who, despite years of study, are still unable to use the English language communicatively” (Fotos 1998: 303-4).

Sakui (2003: 161) points out that “the integration of grammar instruction and CLT is a serious challenge.” This is based on the results of her own longitudinal study which investigated a group of Japanese junior and senior high school English teachers. She (2003: 161) goes on to say that since written ELT goals emphasise the importance of CLT, “teachers in this study struggled to integrate and interweave these two aspects of

teaching as smoothly as the documented instructional goals prescribe.” She (2003:161) also reported at one point that the practice of most teachers was much closer to audiolingualism in that the goal was the correct production of sentences.

Although more communicative ways of teaching have been recommended, it seems that they have yet to be successfully implemented across Japan. If learning ELF is going to be the main goal, I assume that it will take some time to change the current dominant methods and materials towards more complete ELF-orientation.

All of the state schools are required to follow the national curriculum proposed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and must use coursebooks that have been inspected and approved by MEXT. The objectives of foreign language education are as follows:

**THE COURSE OF STUDY FOR LOWER SECONDARY SCHOOL (English version)
FOREIGN LANGUAGES**

Overall Objectives

To develop students' basic practical communication abilities such as listening and speaking, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. (MEXT, November 1998)

The current course of study for lower secondary school includes the following:

In regard to teaching materials...material that gives sufficient consideration to actual language-use situations and functions of language should be utilized. Teachers should take up a variety of suitable topics in accordance with the level of students' mental and physical development, as well as their interests and concerns, covering topics that relate to **the daily lives, manners and customs, stories, geography, history, etc. of Japanese people and the peoples of the world, focusing on countries that use English**. Special consideration should be given to the following.

...

Materials that are useful in deepening the understanding of **the ways of life and cultures of Japan and the rest of the world**, raising interest in language and culture, and developing respectful attitudes to these elements (MEXT, November 1998, emphasis added).

Although the course of study (above) puts emphasis on the countries that use English, it does also value understanding the rest of the countries in the world. There has been a shift in cultural emphasis from British and American cultures to foreign cultures in general (see Chapter 2 for more details). This is one of the primary changes made by the Ministry when moving from EFL towards ELF.

Recently, a shift from EFL to ELF has been observed in MEXT's action plan. MEXT is now trying to make a departure from the traditional EFL goal:

...English has played a central role **as the common international language** in linking people who have different mother tongues. For children living in the 21st century, it is essential for them to acquire communication abilities in English **as a common international language**.

(Regarding the Establishment of an Action Plan to Cultivate "Japanese with English Abilities", MEXT 2003, emphasis added)

This implies that ELT approaches and practices are now in transition, reflecting the learners' needs in the global society, and English teaching and learning in Japan is no exception. Although we can see that the idea of ELF is present in the action plan, the Ministry does not use the term, ELF (approach). Moreover, there are no official guidelines for ELF-oriented teaching methods and materials. As pointed out by Hino (2009: 111), the MEXT has not shown a clear direction regarding the issue of production models either. As evidence, the course of study for oral-communication courses (Oral Communication I and II) for upper secondary school states:

The language elements should be contemporary standard English in principle. However, consideration should also be given to the fact that **different varieties of English are used throughout the world as means of communication** (MEXT 2003, emphasis added).

This expresses their tolerance towards different varieties of English, but, the target model is still contemporary standard English. Hino (2009: 112) argues "Although certainly progressive compared to the conventional stance of ELT, this official interpretation of the Courses of Study in practice seems to be leading the textbook writers and the teachers to the same old American or British English after all, at least for the production models."

In summary, the MEXT has made changes over recent decades to the objectives in language study and to the cultural emphasis in language study. The shift in focus from EFL to ELF includes the following changes: (1) the goal of English education is to enable learners to communicate not only with NSs (the traditional EFL goal) but also to communicate with other NNSs (the ELF goal); (2) the cultural emphasis should be placed not only on native-English-speaking cultures, but also on non-native-English-speaking cultures (reflecting a shift from a monocultural to a multicultural approach); and (3) there should be an increased tolerance for different varieties of English (representing a shift from a monomodel to a polymodel perspective).

So far, I have introduced the background and context of the current study. I shall next present the findings from previous studies briefly. Firstly, some articles (e.g. Matsuda, 2006) described the existing ELT materials published in and outside of Japan which reflect the ideas of ELF (see Chapter 2 for details). Any discussion of how the new ELF approach might be incorporated into the teaching materials is only just beginning (e.g. Matsuda, 2003, 2005 and 2006). It is necessary to analyse ELF-oriented features in a systematic way.

Secondly, since teaching materials are provided for people to use public reactions to the new ELF-oriented materials should be investigated. There have been some studies on the attitudes of Japanese people towards different varieties of English, including NNS varieties of English. The study of Chiba, Matsuura and Yamamoto (1995) on Japanese university students' attitudes towards different varieties of English included the Japanese variety as one of the non-native varieties of English. Overall, the subjects viewed the native varieties positively; on the other hand, the non-native varieties, including the Japanese one, were viewed less positively. The participants (senior-high school students) in Matsuda's study (2000) showed ambivalent attitudes towards their own variety. Although they said that Japanese characteristics in English pronunciation are acceptable, at the same time, they were concerned about the intelligibility and comprehensibility of Japanese English, and showed some negative attitudes towards it (Matsuda 2000).

McKenzie (2007: 231), too, concluded in his thesis that “the cognitive component and the affective component of the attitudes of the Japanese learners towards varieties of English speech are complex, and, to some extent, in conflict”. McKenzie (2007) reported that his informants (learners of English) rated the heavily-accented Japanese English speaker lowest in terms of competence. On the other hand, they showed a strong preference for this same speaker in terms of social attractiveness (McKenzie 2007; see Chapter 2 for details).

The results from Fraser’s research (2005: 2-3) show that the majority of informants (89%) highly valued NS pronunciation, agreeing with the statement “Having Native-Speaker-like pronunciation is important”, whereas “Japanese English was not desired as model for teaching or production”. One of the interesting findings was that the informants were “not negative or intolerant” of other varieties [NNS varieties other than Japanese] and users of English, just unaware of how they differ” (Fraser 2005: 3).

As we have seen, there has been some previous work on the attitudes of Japanese people towards different varieties of English (including Japanese English) in addition to a report on the current practices of addressing the varieties in classroom. However, there is no previous study available on their attitudes to ELF-oriented *teaching materials*, in particular. Yet, there is a need for research into people’s attitudes to these materials. The reason why such research is necessary is that ELT materials are the places where a target model and target culture are presented. Therefore, discussions regarding target model(s) and culture(s) would be expected when investigating people’s opinions of ELF-oriented materials.

Ellis (1994) claims that social context and learner attitudes interact with each other to determine the learners' preferred model. Dalton and Seidlhofer (1994: 8) suggest that "giving learners what they want may not always be possible or desirable, but it is obvious that their attitudes should be taken into account in pronunciation, as in other aspects of language". Thus, as Jenkins (2002) suggests, the model(s) which learners want to learn should be adequately addressed.

Thirdly, ELT materials need to be reasonably appropriate for both learners (considering age, level, and cultural background), and for the constraints under which the teaching takes place (official syllabus, public examinations) (McGrath 2005). It is hoped that the current study will contribute to a better understanding of the learners and the constraints in Japan in order to improve the teaching materials within the country.

There are two phases to the current research. I firstly investigated the ELF features in ELT materials in Japan. Having analysed these, I next examined how Japanese learners and teachers of English responded to certain ELF features in the materials. It is argued in this thesis that the attitudes of learners and teachers towards ELF-oriented materials are closely related to their preference for a target model, as well as the purposes and goals of English teaching and learning. The structure of the thesis is as follows.

In this thesis, the second chapter provides a review of the literature on English as a Lingua Franca, and methodology and materials for ELT in Japan. It discusses the gaps between the objectives of ELT advocated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the current ELT practices in Japan, and it examines the need for an ELF approach in the context of Japan.

Chapter 3 describes in detail the research design of the study. It provides a description of how to identify and analyse ELF features. It then provides an account of the research instruments employed (questionnaire and focus-group) and briefly describes the findings from a pilot study.

Chapter 4 presents the results of the ELT material analysis. The materials include the coursebooks and audio materials used in the state and private sectors. The representation of characters and instances of communication in dialogues, the topics included in the coursebooks, and the range of English varieties in the audio materials are the main focuses of the analysis. The chapter finally summarises the degree of

ELF-orientation among the analysed materials.

Chapter 5 presents the results from the research on the attitudes of learners and teachers to ELF-oriented materials. Numerical data as well as written and spoken comments from the learners and teachers are summarized. The chapter also provides my preliminary and general comments on the major findings.

Chapter 6 includes my interpretation of the data from the attitudinal research and discusses the key issues from the findings, such as the target models and purposes of learning English. This concludes with my prediction of people's reactions to the ELF-oriented features in materials when those are implemented in the future. The final chapter discusses the pedagogical implications of developing and using ELF-oriented materials, implications for future research, and the limitations of the study.

One of the possible outcomes of my research will be to provide publishers with the guidance that is necessary for identifying ELF features in ELT materials. I hope that the current study will offer new insights for making materials more appropriate for English teaching and learning in Japan.

Chapter 2

Literature Review

Section 1 English as a Lingua Franca

I shall discuss the gaps between the objectives of English teaching advocated by MEXT and how English has been taught in Japan. Firstly, I shall provide the definition of ELF adopted in my thesis. I shall discuss what ‘ELF’ is by looking at it as a variety of English, ELF as a situation of English use, and ELF as an ELT approach.

2.1 Definition of ELF

In Chapter 1, I have quoted Jenkins (2004: 33) as saying that ELF is a “language variety used between people who speak different first languages and for none of whom it is the mother tongue”. A question that might arise is “Is ELF really a variety of English?” As we have seen, ELF does not seem to be a single, established, and codified variety. Is it some kind of English which can be described and possibly codified?

2.1.1 What is ELF and how is it different from other terms?

Jenkins (2000) has suggested doing research into the lingua franca core, which is internationally intelligible. Other scholars, such as Seidlhofer (2001: 147; 2004: 219), are also trying to identify the ‘salient, common features’ of ELF use by collecting an ELF corpus (the Vienna-Oxford ELF corpus/VOICE). Since a further description of ELF features is still necessary (Jenkins, 2000, 2002, 2003 and 2004; Seidlhofer, 2004), ELF is not a codified variety at the moment. Jenkins (2000: 29) claims that “it is conceivable that such features will ultimately become formalized within a new international variety such as the ‘World Standard Spoken English’ (Crystal 1997: 138).”

There are some scholars who do believe in the existence of a unified international variety of English. Crystal (2003: 185), predicted, for example, that “a new form of

English” would arise as a neutral global variety of English, and he named it the World Standard Spoken English (WSSE). He believes that “our current ability to use more than one variety would simply meet the fresh demands of the international situation”, and that people would slip into WSSE whenever the need came to communicate with people from other countries (Crystal 2003: 185).

In relation to the above discussion, *English as an international language (EIL)* is used in the literature by some writers as an alternative term for ELF (Jenkins 2006). However, Jenkins (2006) claims that the term EIL is confusing and thus can be misleading. The potential for confusion of the word *international* is that, as Seidlhofer (2004: 211) points out, EIL could cause a misunderstanding that “there is one clearly distinguishable, codified, and unitary variety called International English, which is certainly not the case”. Therefore, ELF researchers prefer to use the term *ELF* instead of *EIL* (Jenkins 2006). In order to avoid confusion, the term ELF is used throughout this thesis.

Moreover, as Seidlhofer (2006: 46) herself assumes, “it is likely that ELF, like any other natural language, will turn out to vary and to change over time”. Jenkins (2006b: 38) expresses this possibility as “probability” in the following statement: “global intelligibility and local diversity for English accents in lingua franca contexts are ... very much the possibility – even probability”. Again, we encounter some (practical) difficulty in viewing ELF as a language variety now as well as in the foreseeable future.

The next question we should ask is “What actually is ELF, then?” I will explore this question by looking at the following: the distinction between ELF and World Englishes, the context of use, its function, its features, error, and the goals of ELF research.

Here, I’d like to clarify the distinction between ELF and World Englishes. World Englishes refers to varieties of English (e.g. standard, dialect, national, regional) throughout the world (McArthur 2001). Jenkins (2007: 17-8) claims that ELF “sits more comfortably within a World Englishes framework” than the alternatives, (e.g. World Standard Spoken English, Crystal 2003:185), by pointing out that the problems

are as the latter “promote a unitary and essentially monolithic model based on idealized NS norms, with little scope for either local NNS variation or NNS-led innovation at the international level”. Hino also notes that one of the salient characteristics of ELF is that: “this approach would not necessarily presuppose ‘national’ varieties. Under the ELF paradigm, users of English would be free to speak their individual varieties as long as they hold on to the core features to ensure international intelligibility” (Hino 2009: 109).

English is used in different contexts: (1) in countries where English is spoken as a mother tongue (or as a first language), the inner circle (IC); (2) in countries where English is spoken as an official language (or as a second language), the outer circle (OC); (3) in countries where English is spoken as a foreign language, the expanding circle (EC) (Kachru 1985). Regarding the distinction between ELF and OC English, firstly, as I have discussed, ELF cannot as yet be considered as a variety of English. Ferguson (2009) claims that ELF has not yet developed into a variety of comparable status to OC nativised varieties. Indeed, Jenkins (2006b: 38) claims that ELF is “an attempt to extend to Expanding Circle members the rights that have always been enjoyed in the Inner Circle and to an increasing extent in the Outer”. But, still, differences between Englishes used in the OC countries and ELF has been observed by scholars (e.g. Kachru, Jenkins, and Prodromou), as discussed below.

Jenkins (2007) denies that ELF is a term to cover all NNS uses of English (i.e. intra- as well as inter-national). Unlike ESL varieties, ELF is not primarily a local or contact language *within* national groups but *between* them. Prodromou (2006: 56) argues that “there is a distinction between ELF and indigenized varieties. The new Englishes of Africa and or Asia are varieties within a particular region or speech community which have evolved their own norms”. Prodromou (2006: 56) points out that the “international function is not one that the indigenized varieties of Asia or Africa are called upon to play”. In short, the difference between OC Englishes and ELF is the function or purpose of its use. Unlike within the OC countries, the purpose of ELF is *not* intranational but international communication.

In addition to the intranational function, there are more differences between OC English and ELF. Ferguson (2009) summarised the differences between ELF and the

post-colonial new Englishes as follows. Firstly, on the sociohistorical plane, ELF is a comparatively recent formation of globalization rather than of colonialism/postcolonialism. European ELF variety has its own very different non-colonial origins compared with the OC Englishes (Ferguson 2009). Secondly, “(on the) sociolinguistic plane, ELF tends to be the domain of the better-educated, upper strata of European society. In the postcolonial OC, on the other hand, English typically has a wide range of intranational functions, and is widely employed by speakers of various social strata”.

Thirdly, the structural plane, it is also not clear that ELF has, as yet, the stability, regularity, or systematicity that one finds in OC Englishes. Since ELF is used in the interaction between speakers of many different L1s, the possible outcome is a high level of variability (Ferguson 2009). As discussed earlier, Jenkins (2006b) and Seidlhofer (2006) agree with this possibility (or probability) of variability and changeability of ELF over the coming years (see above).

2.1.2 Linguistic features of ELF

So far, my discussions have been mainly on what the abstract concepts underlying ELF are. We have seen that ELF does exist as a concept. I now turn to the question, “what are the linguistic features of ELF?” According to Seidlhofer (2004: 220), salient common features of ELF use at the level of lexicogrammar, which have been found in the ELF corpus, VOICE, and which emerge irrespective of speakers’ L1s and levels of L2 proficiency are:

- Dropping the third person present tense –s
- Confusing the relative pronoun *who* and *which*
- Omitting definite and indefinite articles where they are obligatory in English as a native language (ENL), and inserting them where the[y] do not occur in ENL;
- Failing to use correct forms in tag questions (e.g. *isn't it?* or *no?* Instead of *shouldn't they?*);
- Inserting redundant prepositions, as *We have to study about...*;
- Overusing certain verbs of high semantic generality, such as *do, have, make, put, take*;
- Replacing infinitive-constructions with *that*-clauses, as in *I want that*
- *Overdoing explicitness* (e.g. *black color* rather than just *black*).

Jenkins (2000, 2004 and elsewhere) reported some common phonological features of ELF and named such features as “Lingua Franca Core (LFC)” (its counterpart, non-core). In other words, the LFC features are considered necessary for intelligible pronunciation in ELF communication. Jenkins (2007) provides a summary of the main LFC features. For example, aspiration after /p/, /t/, /k/ is necessary and without it “a listener will find it more difficult to identify the sound as voiceless” (Jenkins 2000: 140). Thus, an unaspirated /p/ (for instance, in the word ‘pig’) may be mistaken for /b/ (‘big’). Another example is word-initial consonant clusters. When pronouncing the word ‘product’, the elision of /r/ [pʌdʌk] (rather than the word-final /t/) is likely to cause intelligibility problems (Jenkins 2000). Third, maintaining a contrast between long and short vowels is necessary, such as in the contrast between ‘leave’ and ‘live’ (Jenkins 2002).

On the other hand, Jenkins (2002) summarised the examples of non-core items, including regional vowel qualities such as those which exist in the difference between /bʌs/ and /bʊs/ - so long as quality is used consistently. The second example concerns weak forms. This is evident in the use of schwa instead of the use of full vowel sounds in words such as ‘to’ and ‘from’. In contrast, the full vowel sounds tend to help rather than hinder intelligibility (Jenkins 2002). The third example concerns features of connected speech, such as assimilation, where /red peɪnt/ (‘red paint’) becomes /reb peɪnt/ by the assimilation of the sound /d/ at the end of the word to the sound /p/ at the beginning of the next word (Jenkins 2002).

2.1.3 ELF features as errors?

The next question I should ask is “are the features of ELF errors where they differ from ENL?” An argument for not regarding ELF as a variety is that the English spoken by NNSs is not always stable. Quirk (1981) defined the non-native varieties as ‘performance varieties.’ He claims that, though it is sometimes possible to recognize the ethnic background of a speaker by his or her English (e.g. Japanese English), they are inherently unstable (Quirk 1988).

There is a position which considers NNS English as ‘interlanguage.’ ‘Interlanguage’ is a term in the field of Second Language Acquisition, which refers to “the language

produced by a non-native speaker of a language (i.e. a learner's output)" (Gass and Selinker). That is to say, the concept has primarily been used in the context of language learners with transitional competence in using the vocabulary, grammar, and phonology of a language (e.g. Phillipson and Skutnabb-Kangas 1986). This term, however, may be inappropriate for English spoken by people in OC countries, who acquire a nativized variety as their L1 or L2.

Ellis (1994) observes that L2 learners view their (interlanguage) grammar as transitional and imperfect, whereas users of the new Englishes treat their grammars as fully developed and display positive attitudes towards them. Thus, he concluded that the new standard varieties should not be considered as 'interlanguages' in the sense in which this term is generally used. I agree with Ferguson (2009: 124) who points out the fundamental difference in approach, claiming that "ELF is a sociolinguistic domain of use and it is not obvious that a SLA conceptual framework is appropriate to a more socially oriented variationist approach". I will clarify this point later in this section by distinguishing ELF and World Englishes.

Similarly, Kachru (1990: 10) denied the assumption that the international non-native varieties of English are essentially interlanguages, striving to achieve a native-like character. Quirk, Greenbaum, Leech, and Svartvik (1972: 26) claim that such varieties are "varieties of English in their own right rather than stages on the way to more native-like English". Ferguson (2006: 170) claims "the existence of a New English is ... as much a matter of attitudes, belief and confidence as of linguistic difference".

Ferguson (2006) believes that it would be more appropriate to consider the features of New Englishes as variations/changes rather than errors, fossilisation and acquisitional deficiency. The above discussion, however, seems to apply to outer-circle (or official language) contexts, rather than to the expanding-circle. Ferguson (2009: 124) claims, since the sociolinguistic and sociohistorical circumstances of the postcolonial new Englishes are different from those of ELF (see below, and also Ferguson 2009), "the arguments deployed on behalf of the former [new Englishes] will not apply to the latter [ELF]". Thus, it is important to examine where and how people acquire English when discussing whether some ELF feature is an error or not.

In what (other) ways can we judge a certain feature of ELF as an error or variation? One way, as just discussed, making a decision according to a speaker's/learner's context. With this procedure, "the same linguistic feature (e.g. absence of 3rd person singular present –s) might well be treated as an error in an EFL context but as a legitimate variant in an ELF context" (Jenkins 2006d, cited in Ferguson 2009: 125). Ferguson (2009: 125) raises two points regarding this distinction. Firstly, EFL and ELF "may not be perceived by a learner (and possibly by a teacher) as mutually exclusive – a learner may wish to learn EFL for communication with native speakers and ELF for communication with other bilingual users". Secondly, if NSs cease to serve as the reference point, there is a pedagogical need for some alternative model. But, as discussed, there is currently no alternative available. Jenkins (2006b: 37) offers a more explicit way of discriminating between the two (an error or variation) in pronunciation as follows: "Where an item is core it can be considered an ELF pronunciation error, but where it is non-core it is instead a matter of (L2) regional variation" (see above for the examples of the core and non-core items; also see Jenkins 2007).

The decision could vary according to when and where the ELF feature occurs. Does it occur in speaking or in writing? Or, in a formal or in an informal setting? Ferguson (2009: 126) claims that "it is difficult to justify treating attested ELF features, as they occur in informal spoken discourse, as errors". In contrast, with writing, "the situation is less clear". I suppose, when judging whether something is an error or variation, it is feasible to consider the situational factors, that is, when, where, and between whom the use of English has occurred.

Other points made by Platt, Weber and Lian (1984: vii, 2) regarding the question "when is something a learner's error and when is it part of a new language system?" are: whether the use of English is "in the educational system as both subject and medium of instruction"; whether there is any evidence that the English varieties have become 'nativized' by developing local features at grammatical, lexical, pragmatic, and phonological/phonetic levels. Many of these nativised features of English have a high status in the region where they are used (Jenkins 2007).

2.1.4 ELF as a situation of use of English?

Next I will consider the question: “Is ELF a situation of use of English (contact between speakers of other languages)?” As discussed, ELF use could involve both NS and NNS (weak definition of ELF), or only NNSs. The combination of speakers could cause differences in their use of English, and how they accommodate to each other, in particular. As Jenkins (2006a) suggests, adjusting one’s speech in order to be intelligible to one’s interlocutors from a wide range of L1 backgrounds is a priority for ELF learners. NSs’s production for ELF communication may provide a hint for this question. Not only NNSs but also NSs could speak differently from their usual speaking style when speaking in the situation of ELF. Jenkins (2007: 11) notes the possibility that “the OC and IC speakers will need to adjust their local variety for international (but not intranational) use in order to be better understood in international communication”.

If English users who have learnt English in the expanding circle are considered, the range of individual user's proficiency should be given more careful consideration. Whether we regard new varieties of English as interlanguage or not is closely related to the contexts in which the learners acquire, learn or study English (at a social level) as well as their English proficiency (at an individual level). The individual differences between speakers should also be discussed. The proficiency of speakers could differ greatly, even if they share a similar background. How speakers perceive their own English is another key factor regarding this issue.

The current and future increase in ELF use between NNSs could also justify the idea of regarding each occurrence of ELF use as a situation of English use. As mentioned in the previous chapter, this increase works together with the fact that NNSs have come to outnumber NSs (Crystal 1997; Graddol 1997). This also means that the communications which English learners will encounter are likely to include NNSs. The use of English among NNSs (without the presence of any NS) has been increasing (Graddol, 1997, 2006; Jenkins, 2000; L.E. Smith, 1983; Widdowson, 1994). The use of English as an international lingua franca among outer and expanding circle

speakers turns out to be “the most frequent use of spoken English around the world” (Jenkins, 2000: 195).

Widdowson (1994: 388) has pointed out that ‘real’ English is associated with English spoken by native speakers and ‘good’ English teaching is associated with their teaching; however, “both are contextually limited by cultural factors. Their English [NS English] is that which is associated with the communicative and communal needs of *their* community, and these may have little relevance for those learning English as an international language”. This implies that people have their own rights and relevant practices in their use, teaching, and learning of the language in their contexts. Alptekin (2007: 268) claims “ELF is not a local language with a local culture [but] it is an international language with the world as its culture”.

Graddol (1997, 2006) suggests that English is still expanding and that its future will be closely related to the future of globalisation. More specifically, it is suggested that “[the] future of English as a global language may depend on how the language is taken up and used by young adults in Asian countries” (Graddol, 1997: 48). He now predicts that the future of the language may be determined by Asia, India and China in particular (Graddol 2006). The increase in ELF use between NNSs would bring great differences between each instance of ELF use.

In summary, ELF use can vary according to the interlocutor(s) even within the same speaker. I think it is more appropriate to consider ELF as a situational use of English. The reason is that ELF use could involve speakers of different first languages. Thus, every ELF use is not likely to be the same; there are likely to be great individual differences between speakers. To close this section, I summarise the goals of ELF research as follows: firstly, to find salient and common features of ELF, which are universal, irrespective of speakers’ L1s and levels of L2 proficiency, and intelligible to interlocutors; and secondly, to consider its application to English language teaching, to which I will now turn.

2.2 ELF as an approach to English teaching

So far, I have looked at the definitions of ELF by investigating the question of whether ELF is a variety of English or a situation of English use. I shall now look at ELF as an ELT approach.

Section 2 Methodology and Materials of English Language Teaching in Japan

2.2.1 Purpose and goal of learning English

The main purposes of learning English in the EFL environment used to be to communicate with NSs and to learn about their culture. For instance, the Course of Study issued by the Ministry in Japan specified the goal of studying English in high school to be “Understanding the daily lives, viewpoints, and customs of native English speaking countries” (cf. Takanashi 1975, cited in Hino 1988: 311). When the Olympics were held in Tokyo in 1964, the international event greatly widened the cultural perspectives of the Japanese (Hino 1988). There was a shift in cultural emphasis from the native English-speaking cultures to foreign cultures in general (cf. Takanashi 1975, cited in Hino 1988: 312).

Because of the rapid increase in the number of NNSs, the assumption that NNSs learn English to communicate with NSs and learn about their culture no longer reflects the reality of the English language (Smith 1983). It is worth mentioning that this idea was highlighted in the 1980’s and has now been around for more than 25 years. And it still draws great interest from researchers. This could also mean that it took time (at least two decades after Smith’s article being published) for new ideas to be reflected in actual ELT teaching.

Jenkins has recently observed some changes in EFL learners as follows:

“there is [a] considerable **overlap** between ELF users and EFL learners, partly because many of those who start out thinking they are learning English as a foreign language **end up using it as a lingua franca**” (Jenkins 2006a: 159, emphasis added).

This suggests that the ELT approaches and practices are now in transition. The changes reflect the learners’ needs in terms of the target population and culture in a global society. People whom the learners expect to use English with are one of the keys in this ELF approach. ELF researchers believe that it will benefit learners to prepare their future communications not only with NSs (traditional EFL goal) but also with other NNSs (ELF goal). Kirkpatrick (2002) reported a case of English learning (with the purpose of ELF) in the East and South East Asian region. The following explicitly states that the target population is non-native speakers of English:

“English is the lingua franca of the political elite and ASEAN (Kransnick 1995). It is also a **common lingua franca** between professionals and the business community of the East Asian region ... it must be understood that the vast majority of people in the region who are learning English are doing so with the express purpose of being able **to communicate with fellow non-native speakers**” (Kirkpatrick 2002: 213-14, emphasis added).

Jenkins (2007: 252-3) has pointed out that “If ELF were to be established and recognized in this way, it is reasonable to suppose that the majority of English users in the expanding circle would rethink their attitudes and identities, and choose to learn and use this kind of English because it would be to their advantage to do so. And in so doing, they would be asserting their own claims to the ownership of the language as a genuinely international means of communication”.

Along with the increase in ELF communication, mutual intelligibility among users is highly valued under the ELF approach. Graddol (2006: 87) notes that “within ELF, intelligibility [is] of primary importance, rather than nativelike accuracy”. Bansal (1990: 229-30) emphasizes the importance of ELF by noting that it is desirable to establish minimum standards of mutual intelligibility among the different varieties of English spoken in the world. Jenkins (2000) claims that there are features of the

Lingua Franca Core, which are crucial if pronunciation is to be intelligible (e.g. aspiration following the fortis plosives /p/, /t/, and /k/). However, as discussed, a further description of ELF features is still necessary (Jenkins, 2000, 2002, 2003 and 2004; Seidlhofer, 2004). It is also necessary for learners to develop pragmatic strategies for intercultural communication. As Grundy (2006) argues, pragmatics might be more central to intercultural communication than syntax or phonology, despite there having been a good deal of work on phonology (e.g. Jenkins, 2000) and syntax (e.g. the VOICE, Seidlhofer, 2001, 2004).

In relation to strategies for intercultural communication, Stalnaker (1991, cited in Hinkel 1994) indicates that successful communication is contingent upon the extent to which beliefs and contextual assumptions are shared. In the view of Bach and Harnish (1979, cited in Hinkel 1994), cultural differences in contextual beliefs fundamentally affect the success of cross-cultural communication. According to Hinkel (1994), written texts represent a convergence of different stylistic, cultural, religious, ethical, and social notions, all of which comprise written discourses, notions and frameworks. Kachru (1988: 112) asserts that “different language speaking communities have developed different conventions” of writing. Under the ELF approach, learners should be taught that particular differences do exist among ELF users.

2.2.2 Model of English

Along with the increase in learners and their diverse purposes, a question about the target models has arisen. The question is “What would be a suitable model for English learners under the ELF approach?” Ellis (1994) argues that it is doubtful whether learners in EFL settings seriously aspire to NS levels. If learners are being evaluated according to an unrealistic and irrelevant model, the assessment methods should be re-considered (see 2.2.3 Assessment of English learning below). Jenkins (2000) points out that the majority of adult L2 learners experience difficulty, regardless of their L1 background, in acquiring a native-like accent. “For various reasons including that of a ‘critical period’ (Scovel 1998), adult learners are unlikely to acquire accents identical to those of NSs” (Jenkins 2004: 113).

There have been some suggestions about an alternative model for the L2 learner: for example, “a fluent bilingual speaker, who retains a national identity in terms of accent, and who also has the special skills required to negotiate understanding with another non-native speaker” (Graddol 2006: 87) and “successful bilinguals with intercultural insights” (Alptekin 2002, cited in Prodromou 2006: 53). By abandoning the unrealistic goals of achieving communication through ‘native-like’ proficiency in English, we can focus on capabilities that are likely to be crucial in ELF communication (Seidlhofer 2004).

There has been a dramatic change in the choices available for learners of English. Now there is “no suggestion [for learners of English] of losing their L1 repertoire and ... their L1 identity” (Jenkins 2004: 115). This change is intended (1) “to incorporate a greater degree of learner choice of target than hitherto”, and (2) “to move away from natively-like targets for learners whose goal is international intelligibility” (Jenkins 2004: 115). However, no alternative model(s) is currently available for learners either in the classrooms or in the coursebooks. Even after being given the new alternatives, “learners should be allowed to decide which English to learn, including which accent of that variety to aim towards” (Kuo 2006: 220).

Ferguson (2006: 177) claims that there are still “methodological and conceptual difficulties” in the pursuit of an ELF model. One of these is deciding some qualifying level of proficiency or fluency when it comes to constituting a prescriptive ELF model since the first languages and levels of proficiency of ELF users are expected to be very different by nature. Also, clarification is needed on “whether any eventual codification of an ELF variety will extend beyond the spoken language to the written”. Above all, the greatest obstacle is gaining acceptance from people, since a strong belief that “native-like competence is the ultimate benchmark of learning achievement” still exists (Ferguson 2006: 177). I assume that this tendency in people’s beliefs could be comparatively stronger in an EC environment than in an OC environment. Ferguson (2006: 177) claims that this can probably only be overcome by persuading the teachers, students and the public to abandon a popular assumption that NS-like proficiency is “the truest measure of achievement” in L2 learning. Researchers such as Timmis (2002) and Kuo (2004) point out that learners may still wish to learn the NS model even if an ELF option is given. Timmis (2004: 48)

conducted questionnaire surveys of 400 learners from 14 different countries – and over 180 teachers from 45 different countries – arguing “[that] there is still some desire among students to conform to native speaker norms, and [that] this desire is not necessarily restricted to those students who use, or [who] anticipate using English primarily with native speakers”. Kuo (2004: 218) reported that the participants in her study, who were from different backgrounds and English learning in the UK, “showed an apparent interest in and made an apparent effort to approximate to a native speaker English norm”, “while interacting more often with other L2 learners than with native speakers in current and arguably future contexts”. Kuo (2004) agreed with Timmis (2002) that it is up to the ELT teachers and learners in each context to make a decision concerning the extent to which they want to approximate that model. People’s attitudes towards a target model will be summarised in a later section.

2.2.3 Assessment of English learning

How should learners be assessed if they have targets that are different from each other? One of the difficulties is to incorporate this new perspective (ELF-perspective) into the testing (Canagarajah 2005). This process will involve two main issues. One is “devising the means to distinguish between learner error and local variety, thus enabling testers to recognise systematic forms from outer and expanding circle Englishes as correct” (Jenkins 2006a: 174). The other is finding a means of evaluating the learners’ accommodation strategies (Jenkins 2006a). Until these issues are solved by the examination boards, teachers, curriculum planners, publishers and the like will not put the ELF perspective into practice because it would jeopardize the students’ examination results (Jenkins 2006a). If the assessment method was changed, some “washback effect” could be expected in the future. In other words, learners may be less inclined to study correct forms of the target model because of the change.

Canagarajah (2006: 233) argues that proficiency in the postmodern world is not measuring how closely learners can imitate IC speakers, but “the ability to shuttle between different varieties of English and different speech communities”.

Canagarajah (2006: 236) also points out that “tests based on inner circle norms will prevent the development of pedagogical material and methods for local varieties, and

stultify the expansion of local varieties all together”. That is, the washback effect of NS-biased testing on ELT materials (Jenkins 2007). Thus, any curricular changes will first require an overhaul of testing (Jenkins 2007). Jenkins (2007: 244) claims that “it would be unreasonable to expect either tests or materials to focus for production on ELF forms before ELF has been fully described, codified, and considered from a range of pedagogic perspectives”.

2.2.4 Methodological suggestions for English language teaching

Because of the need for further descriptive work of ELF features (Jenkins 2000, 2002, 2003, and 2004; Seidlhofer 2004), it would be “premature to make detailed pedagogical suggestions” regarding teaching ELF at this stage (Seidlhofer 2004: 226). Jenkins (2007: 238) argues, before anything else, “We need comprehensive, reliable descriptions of the ways in which proficient ELF users speak among themselves, as the basis for codification”. Seidlhofer (2004: 226) does suggest, however, that “it is worth attempting a broad outline of likely consequences of an orientation towards teaching ELF”. Until the full description of ELF varieties becomes available, Jenkins (2004: 40) offers the following suggestions:

- Do not correct items that are emerging as systematic and frequent in ELF communication (but at this stage do not actually teach them);
 - Encourage and reward accommodation skills;**
 - Expose learners to a wide range of NNS varieties of English;**
 - In lexis teaching, avoid idiomatic language;
 - In pronunciation teaching, focus on the core items and leave the non-core to learner choice (e.g. the substitution of voiceless and voiced ‘th’ with /t/ or /s/ and /d/ or /z/)
- (emphasis added).

In the following section, I shall look at ELT practice (including materials) in Japan in the context of researching ELF, and the attitudes of Japanese people towards English and English teaching/learning with a special focus on their attitudes to the ELF approach.

2.3 Educational ELF practices in and outside Japan

We have looked at the suggestions on the ELF approach in a previous section (2.1.3.4

Methodological suggestions). Here, I am going to summarise the main pedagogical ideas of ELF in more detail. I am going to introduce some ELF practices which started in Japan, too.

2.3.1 Exposure to different varieties of English

It is increasingly likely that English learners in Japan (and elsewhere) will need to interact with a wide range of speakers of non-standard (NS and NNS) varieties of English (Deterding 2005, cited in McKenzie 2007). The purposes of learning English as a foreign language used to be to attain a NS target model as close as possible. As Brown (1995: 241) points out, “the majority of materials prepared for both ESL and EFL instruction focus primarily on Inner Circle norms”. Audio materials dominantly comprised NS English(es). However, many scholars in the field of ELF/EIL/WEs have recently suggested exposing learners to a wide variety of NNS versions of English. Smith (1992) investigated how a familiarity with national varieties influences a listener’s understanding of these varieties. Three different groups of people were involved in his study: (1) 10 NNSs from Japan, (2) 10 NSs from the US and (3) 8 NNSs and 1 NS from Burma, China, Indonesia, Japan, Korea, the Philippines, Thailand, and the US. According to Smith (1992: 78), as graduate students at the East-West Center in Hawaii, the subjects in the mixed group had “all become familiar with several different national varieties of English”. The subjects first listened to nine national varieties interacting with one another in recordings (i.e. five pairs of taped conversations). The nine varieties included both NS and NNS English spoken by educated speakers from China, India, Indonesia, Japan, Papua New Guinea, the Philippines, Taiwan, the UK, and the US. The subjects were then given a test which consisted of (1) a cloze procedure to test intelligibility (word/utterance recognition), (2) multiple-choice questions to test comprehensibility (word/utterance meaning) and (3) phrases taken from the conversation that would be paraphrased so as to test their degree of interpretability (meaning behind word/utterance). Smith’s research (1992) reveals that the mixed group (who had a greater familiarity with different NS and NNS varieties of English) performed better on interpretation tests than did those who lacked such familiarity. Smith (1992) concluded that developing a familiarity with English varieties would help learners to avoid many of the problems associated with understanding different cultures. More varied input is needed to increase the learners’

familiarity with different varieties (Fraser 2005). Fraser (2005) claims that varied cultural and phonological input seems appropriate for many ELT situations. However, the relationship between exposure to NNS speech and learner's attitudes towards spoken NNS varieties should be investigated. To investigate this relationship, it is necessary to do research on whether there would be a difference between learners who have had prior exposure to NNS varieties and those who have not.

Likewise, Ferguson (2006: 174) emphasises receptive skills, noting that students are likely to encounter "English spoken in a variety of forms and accents, and it will be useful ... in teaching listening, to expose students to the diversity of accents and grammatical features found in spoken English worldwide". However, questions still remain unanswered regarding the exposure in the classroom. For example, to how much, and of which varieties, should learners be exposed? Can they really develop their linguistic competence through exposure to NNS varieties in the classroom? There seems to be space for further discussion.

2.3.1.1 Shift from the monomodel to the polymodel

Exposure to NNS varieties intends to move beyond the current practices in which inner circle varieties of English are treated "as the only varieties to be explored in pedagogical settings"; and consequently to "expand their [learners'] repertoire of knowledge and move beyond a narrow monomodel understanding of English into a broader polymodel understanding" (Brown 1995: 233, 237). The pluralization of the standards of English is also proposed as one suggestion for preventing linguistic imperialism (Canagarajah 1999). Canagarajah (1999: 181) claims "[students] must also be taught that any dialect has to be personally communally appropriate in order to be meaningful and relevant for its users...leading to the pluralization of standards and democratization of access to English".

In addition, Kachru (1997) suggests that teachers can help students to broaden their cultural (as well as linguistic) perspectives through recognising multiple identities of English. Although it has not been proved that exposure to different varieties of English will actually change a student's attitude towards English, Kubota claims

(1998) that exposure to different varieties will raise the learner's awareness of the fact that English is learnt for many reasons other than to engage in communication with NSs (cf Kachru 1992).

Researchers have suggested that the exposure to other non-native varieties would help learners to become more aware of English as an international language (Kachru 1992; Kubota 1998; Matsuura, Chiba, and Fujieda 1999; Matsuda 2000). It would also encourage learners to feel more positive about and be willing to communicate in their own varieties (Matsuda 2000; Fraser 2005), and would build their confidence to do so (Jenkins 2006a).

In Japan's case, the target model of English has been mainstream United States English (e.g., Matsuda 2000; Smith 2004; Yoshikawa 2005; McKenzie 2007). So, Matsuda (2002) claims that exposure to different varieties can mean that American English is just one of the many varieties of English for Japanese learners of English in secondary education. To verify the relationship between exposure and the students' attitudes, further research is necessary. Matsuda (2002), however, found that the inner-circle orientation in the representation of the 7th-grade EFL coursebooks resembles the view of the ownership of English as held by Japanese secondary-school students in her study. In the qualitative case study, although "they perceived English as an international language", they believed that "the owners of the language are ... speakers in the inner circle" (Matsuda 2003: 493).

Sasaki (2004, cited in Yoshikawa 2005) reported that only 7.8 percent of 97 Japanese senior-high school English teachers in his study actually address varieties of English in class, although the majority (80 percent) mentioned that they recognize such lessons as necessary. The reason why they do not address these varieties is because they do not have the necessary time or knowledge for doing so. Teachers who address the varieties only touch on the differences between inner-circle varieties (e.g. the differences between British and American English). In other words, both outer- and expanding-circle varieties tend to be neglected in the classroom.

2.3.2 Raising awareness of ELF-oriented view

The ELF approach is intended to raise the learners' awareness of (1) the sociolinguistic complexity of English (Matsuda 2002) and (2) the ELF-oriented view. Firstly, an increased awareness permits learners to understand the sociolinguistic complexity of English; that is, the current as well as future situation of the English language. Secondly, an increased awareness heightens a learner's understanding of the consequences of the current/future spread of English for the society, such as the pluralization of the standards of English (see *Shift from the monomodel to the polymodel*). The most powerful strategy for achieving structural and cultural equality in ELT seems to be to foster critical awareness with regard to English domination, with regard to construction of identities, and with regard to social linguistic, racial, and ethnic inequality (cf. Tsuda 1994; Kubota 1994, 1998). Both to raise critical awareness and to foster practical skills in English in the curriculum are necessary (Kubota 1998).

2.3.3 Learners' accommodation skills

Since there is the lack of agreement on what the core of ELF is, accommodation skills become important for ELF users. According to Jenkins (2006c: 45), "when speakers adjust their speech to make it more like that of an interlocutor, they are employing a strategy known as 'convergence'". The term convergence comes from Giles' speech accommodation theory. According to Giles, convergence refers to how speakers accommodate their interlocutors by making adjustments in their own speech patterns so as to more closely imitate the speech of their interlocutors (Giles and Byrne 1982, cited in Alptekin 1990). Jenkins (2006c) explained that there are two primary motivations for convergence. One is an affective motivation (the desire to be liked), and the other is a communicative efficiency motivation (the desire to be easily understood).

Jenkins (2000) claims that in communication between NNS speakers of different first languages, communicative efficiency is a salient motivation. I believe that it is important for ELF learners to learn convergence strategy in order to communicate effectively with interlocutors from different backgrounds.

“Convergence in EIL communication has been shown to manifest itself in three main ways: speakers may converge on one another’s forms [, which often involves one speaker replicating the ‘error’ of another], they may converge on a more targetlike form [i.e. more NS-like form], or they may avoid a NS form [i.e. NS idiomatic language]” (Jenkins 2006c: 45).

Specific accommodation skills include: “making repairs, paraphrasing, rephrasing, or even allowing for linguistic errors that might facilitate communication” (Sifakis 2009: 231). Jenkins (2004: 40) suggests that it is important to “encourage and reward accommodation skills”. Jenkins (2006a: 174) claims that the priority for ELF learners is “to be able to adjust their speech in order to be intelligible to interlocutors from a wide range of L1 backgrounds”.

Applied linguists have agreed that activities which involve classroom interaction between students would be useful in order to develop their accommodation skills. Learners learn from interaction with their peers during communicative tasks and this learning goes beyond the merely linguistic (McGrath 2005). The interaction between learners is “crucial to the classroom acquisition and development of phonological accommodation skills”; and “it is *only* such interaction that is able to promote these particular skills” (Jenkins 2000: 188) (see Table 2.1, below). Less controlled pair and small-group work involving information exchange will be ideal tasks. Such negotiation of meaning takes place most extensively between learners who have a different L1 background. In short, “different-L1 pairs provide the best context for the classroom development of accommodation skills” (Jenkins 2000: 193).

Table 2.1: Summary of the effects of teacher-led and interlanguage talk interaction on interlanguage phonology and second language acquisition (Jenkins 2000: 188, emphasis added)

Teacher-led input/interaction		Interlanguage talk peer group interaction
IL phonology	-controlled practice of core items -exposure to non-core NS pronunciation features	-opportunity to practice accommodation skills -exposure to other interlanguage varieties
SLA	-grammatical accuracy -L2 pragmatic competence	-comprehensible input -> intake -more opportunities for output

Matsuda (2005) suggests re-defining ELT goals (in terms of communicative effectiveness rather than grammatical correctness and the inner-circle norms of appropriacy) and then evaluating the students accordingly. There are some critical views on this. Some degree of grammatical correctness and some norms of appropriate usage are necessary for effective communication. The questions really to be asked are: “What norms should learners learn? And to what degree should they learn those?”

In fact, there are no detailed guidelines for teaching specific accommodation skills. Jenkins (2006a: 174) argues that, “consensus [on the importance of accommodation skills in EIL communication] remains largely in the realm of theory and is yet to be considered seriously by the majority of practitioners”.

2.3.4 ELF-oriented English language teaching materials

Existing ELT tests and published materials display dominance of NSs and their uses of English. Jenkins (2007: 244) observes that the current problem is not only the lack of non-NS-oriented materials, but also “the fact that ENL is almost always presented as the only ‘real’ English, and its speakers as the only ‘experts’”.

Applied linguists and publishers will need to find ways of promoting a more ELF/EIL perspective in teaching materials, including coursebooks (Matsuda 2003). Jenkins

(2004) also invites publishers to develop such ELF-oriented materials. The current emphasis is to be “more on raising awareness of EIL contextual factors...than on providing classroom pronunciation courses” (Jenkins 2004: 116). Materials writers could include multiple varieties of English for audiovisual materials as well.

Any worldwide discussion of how the new ideas might be reflected in teaching materials is only just beginning to take place (Japan is no exception) (e.g. Matsuda, 2003, 2005, and 2006). In the Japanese context, oral communication coursebooks, such as *Englishes of the World* (Yoneoka and Arimoto 2000), and *Identity* (Shaules, Tsujioka, and Iida 2004), represent people from different countries in the world and their varieties of English. Both coursebooks include authentic samples of various English speakers for CDs as well, “although in some cases their speech samples are provided by American actors depicting various accents” (Morrison & White 2004, cited in Matsuda 2006: 9). *Crown English Series II* (Shimozaki *et al.* 2004), which is one of the government approved coursebooks for senior-high school students, has a chapter entitled ‘Singlish Bad; English Good’. It is about the new variety of English spoken in Singapore. It also “explicitly introduces the notion of World Englishes” (Matsuda 2006: 9). “Textbooks and other teaching materials for teaching EIL...must have a broad representation in terms of both language and culture” (Matsuda 2006: 9). Further investigation is necessary on ELF orientation in teaching materials. Public reaction to the new materials should also be investigated.

2.4 Methodology and materials of English language teaching in Japan

In order to understand the context in which people study and teach English, we will look at the current (as well as previous) ELT practice in Japan. My particular focus is going to be placed on ELF practice within the country. Has it already started? If yes, in what ways? These are the questions I am going to explore in this section.

The educational model has been English spoken by NSs. The English of both learners and teachers has been compared to a native model from the inner circle, American English, and their proficiency has been evaluated based on how closely they conform

to the expectations of the NS (Baxter 1980:58).

2.4.1 Educational ELF practice and ELF research

2.4.1.1 Exposure to different varieties, new practice at Chukyo

NS dominance also has existed in the employment of Assistant Language Teachers (ALT) for the Japan Exchange and Teaching (JET) Program. Although the number of outer-circle speaking ALTs has recently increased, it is still less than 4 percent of the total number of JET participants (JET 2006; MEXT 2006; and Yamada 2005). Extending the range of ALTs to fluent NNSs has been suggested by Fraser (2005).

There has been some teaching in Japan that does incorporate the new perspective, taking place mostly at the tertiary level. An undergraduate program (started in 2002) at Chukyo University is one example. Firstly, a brief description of the program will be presented. Secondly, research on how the students' attitudes change through the program (Yoshikawa 2005) will be reported.

Program: All of the students of the department attend the lecture 'Introduction to Studies of World Englishes' and the seminar 'Singapore Seminar'. For the requirements of these classes, they visit Singapore and take some English and culture classes for three weeks in their first year. They learn about the New Englishes in class and experience them.

The teachers explicitly explain that the goal for World Englishes (WEs) students is not attaining British or American English but an educated English which possesses international intelligibility. In their second year, all WEs students are required to stay in any one of the three inner-circle countries (the US, the UK, or Australia) for three weeks in order to experience "one of three 'old varieties' of English speaking countries" (Yoshikawa 2005: 352). They take some English and cultural classes at an affiliated university.

Research: Yoshikawa (2005) examined whether any changes in the students' recognition of world Englishes could be noticed before and after their first year of classes. A total of 483 students, consisting of 261 WEs students (92 in the 1st year, 93 in the 2nd year, and 76 in the 3rd year) and 222 other students participated in the study.

The first year students are required to answer the questions without taking any WEs related class, and the second or third year students are examined after their one or two years of study of WEs. The questionnaire consists of seven statements (with one additional statement only for WEs students). The statements relate to: the importance of learning English, teaching by native speakers, teaching by Japanese teachers, inner-circle varieties, outer-circle varieties, English as an official language, and Japanese English (the eighth question for WEs students concerns avoiding idiomatic expressions). The informants were required to respond using a five-point scale of measurement. Data were analyzed using a statistical software program.

The results show that the 2nd and 3rd year WEs students underwent changes in their recognition of WEs. They showed a higher agreement on two questions: 'Acceptability of Japanese English' and 'Avoiding overusing idiomatic expressions'. Unexpectedly, two negative changes were found: a stronger preference for traditional English varieties and a lower tolerance of New Englishes. Yoshikawa (2005: 359) assumes that these negative responses may be the result of the scheduling of the two overseas visits (i.e. early contact with Singaporean English) and the students' English proficiency at the time of the visits. Further investigation and development of an improved curriculum (e.g. changing the timing of seminars) are suggested.

2.4.1.2 Awareness raising, new practice at Osaka University

One example of teaching with the goal of raising awareness is Hino's (2004) practice for Japanese university students. In his English class, the students:

- (1) watch the news in English from American, Japanese, and Asian television video recordings (e.g. CNN News, ABC News (the United States), Channel News Asia (Singapore; Asian news with various Asian Englishes), NHK World Daily News (Japan; read by Japanese announcers);
- (2) read the same news provided by other news media in different countries through the internet (e.g. CNN, The Straits Times (Singapore), The Korea Herald (Korea), The Jerusalem Post (Israel), Mainichi Daily News (Japan));
- (3) discuss that news in English with the teacher, their fellow Japanese students, and foreign students from, for example, Korea, China, Malaysia, Thailand and Vietnam (according to a personal correspondence with Hino, October 2009) in class.

Raising awareness of English usage in different parts of the world is one of the main purposes of his class. In addition, he intends to compare and contrast different views and to offer critical reading exercises. As Hino (2004) suggests, since intra-national English use is very limited in the country, internet and satellite TV broadcasts are major gateways to the different varieties. Raising an awareness of the multiple varieties of English and exposing the students to them seems to be another purpose of this class.

2.4.2 English language teaching materials used in Japan

Hino (1988) examined the English coursebooks used over the past 120 years (divided into five periods of time). His research reveals that the cultural contents of English coursebooks clearly reflect the socio-political situation of the time. For example, “when the Anglo-American culture was blindly admired in Japan, English coursebooks dealt exclusively with the British and American values” (Hino 1988: 309).

A certain attitude was explicitly expressed in the previous coursebooks. According to Hino (1988), for instance, after the country resumed diplomatic relations with foreign countries in 1868, the admiration for British and American culture were reflected (even) in the grammar coursebook, the *New Epoch English Grammar* (1922):

The island of Great Britain is only a small spot on the globe, but it is one of the greatest countries in the world. It had many colonies which are found all over the world. “The sun never sets on the British Empire” (Reprinted in Shimaoka 1968, cited in Hino 1988: 310).

The Course of Study (after several revisions) sets the new goal of studying English to be “Understanding through English the ways of living and the viewpoints of people in

foreign countries”. There is a shift in cultural emphasis from the native English-speaking cultures to foreign cultures in general (cf. Takanashi 1975, cited in Hino 1988: 312).

Kiryu, Shibata, Tagaya, and Wada (1999) investigated how the approved coursebooks deal with cross-cultural awareness and analyzed 1993 and 1998 coursebooks for English Course I, which are all for senior-high school students. They found that the coursebooks had a high tendency to refer to the United States and Japan.

Inner-circle orientation has been observed in the representation of English users and English uses in EFL coursebooks that were officially approved in 1996 and were used during the period from April 1997 to March 2002 with 7th-grade English learners (Matsuda 2002; Takahashi 2004). “English is still being taught as an inner-circle language, based ... on ... coursebooks with characters and cultural topics from the English-speaking countries of the inner circle” (Matsuda, 2003: 719). Previous research (Matsuda, 2002; Takahashi, 2004) also reveals that a representation of characters as well as culture does not reflect the reality of the language and the users, as reported by researchers (e.g. Graddol 1997 and 2006).

Takahashi (2004) examined whether the current actual situation of English users and uses is accurately reflected in the approved English coursebooks¹. The research involved a historical comparison of two similar 7th-grade coursebooks from three different time periods: *Everyday English* (Iwasaki 1954; Hatori 1987; Ueda 1997) and *One World* (Matsuda 1950; Hasegawa 1987; Sasaki 1997). With regard to the historical comparison, the representation of English users and uses has been slightly changed. The number of NSs in the representations has decreased over the decades. Whereas the US is the only nationality of the main characters represented in the coursebooks in 1950’s, the variety of nationalities of inner-circle country characters (e.g. Australian, Canadian and British) have been represented in the coursebooks since 1980’s, 1990’s and 2000’s. More Japanese characters and words uttered by them are found in the latest two coursebooks.

2.4.3 Attitudes of English teachers towards ELF teaching

Jenkins (2007) conducted a questionnaire survey with 326 respondents in twelve EC countries (including Japan) and interviews with 17 NNS teachers of English. The questionnaire was designed to investigate how teachers perceived ELF accents in relation with NS accents: whether they regarded ELF accents as inferior, inauthentic, deficient, or as legitimate accents for ELF communication.

The questionnaire questions asked respondents (1) to rank five NS English accents, (2) to comment on ten selected NNS and NS accents (and also on any others which they found familiar), and (3) to rate the ten specified accents for correctness, pleasantness, and acceptability for international communication. The ten accents are English spoken by people from six EC countries (Brazil, China, Germany, Japan, Spain, and Sweden), three IC countries (the US, the UK, Australia), and one OC country (India). Through the interviews, Jenkins (2007) hoped to gain an understanding of how the NNS teachers' past and present experiences were influencing their identity choices in English in relation to ELF and ENL. The interviewees were all female, proficient speakers of English from EC countries (including Japan).

Jenkins (2007: 188) summarised the findings as: “despite the massive shift in the use and users of English over recent decades, many ... teachers of English in expanding circle countries continue to believe that ‘proper’ English resides in ... the UK and US”. And, the majority revealed “an unquestioning certainty that NS English (British or American) is the most desirable and most appropriate kind of English for international communication” (Jenkins 2007: 197).

According to Jenkins (2007: 224), the interviewees did not think “it would at present be feasible to implement the teaching of ELF accents in classrooms in their own countries or even to use their own proficient NNS English accents as pronunciation models”. Most interviewees supported the abstract notion of ELF, yet did not accept ELF varieties as legitimate (Jenkins 2007). The majority said that “while they would

teach ELF accents, they would continue to regard NS English as ‘correct’, and would still aspire to an NS accent for themselves” (Jenkins 2007: 228).

Jenkins (2007: 231) concludes that “NNS teachers may have very mixed feelings about expressing their membership of an international (ELF) community or even an L1 identity in their L2 English”. According to Jenkins (2007), their past experiences, present situation, and how they see the effect of their accent on their careers seemed to strongly influence (1) the participants’ attitudes to their own accents and (2) their choice of accent. Whether or not ELF accents will be taken up by NNS teachers in the future, and thus passed on to their learners, will largely depend on “how they believe ELF is perceived in the wider English-speaking context, and within that context” (Jenkins 2007: 231).

Section 3 Attitudes of Japanese people towards English

In this section, I shall summarise previous studies on the attitudes of Japanese people towards English and English language teaching. This is necessary in order to provide further information on the context of learners and teachers of English who participated in my study. It is a prerequisite for the current research on the attitudes of Japanese people towards ELF-oriented materials. More specifically, I have included a section on 'Attitudes towards the Japanese variety of English' because I searched for different NNS varieties of English (including Japanese English) in materials (as described in Chapter 4) and investigated people’s attitudes to such ELF features in the materials. Ellis (1994) claims that social context and learner attitudes interact with each other to determine the learners' preferred model. Does the general public have the confidence to accept their way of using English as an appropriate model for themselves (Davies 1999)? What do they think of the different varieties of English? What is their preferred model? I am going to discuss these issues below.

2.4.4 Attitudes of Japanese people towards the Japanese variety of English

There is no single model of English that can be presented as the Japanese variety (Matsuda 2000). Though not all Japanese English speakers share common features

when performing, there are some characteristics of the variety in terms of phonology, morphology, syntax, semantics, lexis and pragmatics (Morito 1978; Takefuta 1983; Takahashi and Beebe 1987, 1993; Tanaka 1988; White 1989; Suenobu 1990; Beebe and Takahashi 1989; Beebe, Takahashi, and Uliss-Weltz 1990; Jenkins 2000; Matsuda 2000).

I present some examples of features of Japanese English. Suenobu (1990, cited in Matsuda 2000: 43) categorised the characteristics of Japanese-English pronunciation into the following six categories:

1. Vowel insertion	<i>drink</i> [drink]	→	[dorinku]
2. Vowel substitution	<i>bird</i> [bɜ:d]	→	[ba:d]
3. Consonant substitution	<i>think</i> [θink]	→	[sink]
4. Consonant deletion	<i>mild</i> [maild]	→	[mail]
5. Pause (vowel lengthening)	<i>international</i> [intərnæʃənəl]	→	[inta:naʃonal]
6. Accent	<i>commerce</i> [kʌmər:s]	→	[komá:s]

(cited in Matsuda 2000: 43)

Vowel insertion can be seen as reconstructing according to the Japanese (L1) phonological system, which has the basic syllable structure of CVCV. Since the system does not allow consonant clusters and a coda consonant, additional vowels are often inserted in their English (L2) speech. With regard to vowel/consonant substitution, whereas only five short vowels (/a/, /i/, /u/, /e/, /o/) and five matching long ones (e.g. /a:/) exist in Japanese, English has more (in the case of American English, up to fifteen vowels). Because of the non-existence of some target vowels in their L1, Japanese-English speakers tend to replace some English vowels with their Japanese ‘counterparts’ that they perceive to be the closest. Similarly, whereas nineteen consonants (/p, b, t, d, k, g, f, s, sh, h, ts, z, ch, j, m, n, r, y, w/) exist in Japanese, there are more in English (twenty-four in American English). Therefore, consonant substitution is likely to happen in their English speech.

Although many *foreign* loanwords have been borrowed from various languages (e.g. Portuguese), English is the origin of most modern *foreign* loanwords in Japanese. In the process of borrowing, English loanwords are nativized in various ways. They are often used by Japanese speakers of English in different forms and with different meanings from what they initially meant in the original language. One of the typological characteristics of loanwords adaptation in Japanese is abbreviation. For

instance, ‘digital camera’ in English has often become [de.ji.ka.me] by being abbreviated in Japanese. Some English loanwords do not preserve their original semantic meanings after the adaptation to Japanese. One example is ‘consent’ in English that has changed its meaning to ‘outlet’ in Japanese after adaptation, being pronounced as [ko.N.se.N.to] (N = moraic nasal).

Some loan words are recognized as Japanese creations, namely Japanese-made English (Matsuda 2000). That is to say, Japanese people use English words and create completely new words by defining the words by themselves.

[Example]

Japanese	Japanese-made English	Original word in English
[pa.ra.sa.i.to. shi.N.gu.ru]	<i>‘parasite single’</i>	‘parasite’ + ‘single’

Definition: Single people who live with their parents and rely on them for housing and household chores, although they have their own income².

As we have seen, it is fair and "useful to consider it (Japanese English) an umbrella category for an English variety with different kinds of Japanese characteristics to varying degrees" (Matsuda 2000: 43).

At a societal level, Japanese English is not used as an institutional variety in Japan. For example, English is not the language used in judicial and administrative systems. Macroacquisition (i.e. the acquisition of the same L2 by a whole community of users, Ferguson 2006) is not observed within the country. However, I am going to use the term ‘Japanese English’ for convenience throughout my thesis to refer to English which has some Japanese characteristics.

2.4.4.1 Attitudes of Japanese learners of English towards the Japanese variety of English

The participants (31 senior-high school students) in Matsuda's study showed ambivalent attitudes towards their own variety. Although they said that Japanese characteristics in English pronunciation are acceptable, at the same time, they were concerned about its intelligibility and comprehensibility, and showed negative attitudes towards it (Matsuda 2000). Intelligibility is a characteristic of speech/speaker regarding how much listeners recognise the words/utterances (“word/utterance

recognition”). Comprehensibility is a characteristic of speech/speaker in relation to how much listeners understand the meaning of the words /utterances ("word/utterance meaning") (Smith 1992: 76). Many students (45%) believed that Japanese English is unintelligible to people (in general), "although most of them have never had opportunities to attempt to communicate in the variety" (Matsuda 2000: 152). They also thought that it lacks the positive characteristics of what they regard as ‘real’ English. It is pointed out by Matsuda (2000: 153) that "they would rather not have it, and people should not be encouraged to speak it, but they mostly have learned to live with it".

My own small-scale research (Takahashi 2005) on Japanese people's attitudes towards different varieties of English as well as their ideas regarding English language and its use showed Japanese people's complex attitudes towards Japanese English, too. The subjects were 13 Japanese ESL students at a university in the UK. They were sophomore students at a university in Japan and were attending an English teacher training course; in other words, they were pre-service teachers. The research involved an indirect method (matched-guise tests) and direct methods (questionnaires and interviews).

The results showed that the subjects were aware of their own variety, Japanese English, as well as other non-native varieties. Many of the subjects recognised that Japanese English, its pronunciation in particular, is different from native varieties of English. Not many clearly addressed their negative feelings towards their own variety. What they were really concerned about was not the variety itself nor their own personal preference but the risk of communication interference caused by it. Some of the subjects considered their Japanese-ness as one of the factors that might interfere with communication in English. Some of the interviewees clearly mentioned that it would be ideal to speak English, which is closer (as close as possible) to a native variety.

The study of Chiba, Matsuura and Yamamoto (1995) on Japanese university students' attitudes towards different varieties of English included the Japanese variety as one of the non-native varieties of English. Overall, the subjects viewed the native varieties

positively; on the other hand, the non-native varieties, including the Japanese variety, were viewed less positively. The subjects tended to be unfamiliar with the Japanese variety, since only half the subjects could correctly guess the two Japanese speakers' nationalities. In general, the findings show that it was easiest for Japanese subjects to identify native varieties; the second easiest was the Japanese variety. The researchers' analysis showed that, although the subjects were somewhat familiar with the Japanese variety, this familiarity did not result in significantly high ratings for the Japanese variety; and assumed that it was probably because the subjects saw the Japanese variety as familiar but not quite ideal.

Fraser (2005) investigated the Japanese students' perceptions and identification of varieties of spoken English. The participants were 76 third-year students at Japanese senior-high schools. The research methodology includes: (1) likert-scale items on the impressions of six recorded speakers (American, Received Pronunciation (RP, British), Scottish, African (outer-circle variety), Taiwanese and Japanese), (2) a questionnaire on the perceptions of ELT, accents and cultures, and (3) a listening comprehension task. The results show that the majority of informants (89%) highly valued NS pronunciation, agreeing with the statement "Having Native-Speaker-like pronunciation is important", whereas "Japanese English [was] not desired as [a] model for teaching or production" (Fraser 2005: 3). Fraser (2005: 3) claims that students were "not negative or intolerant of other varieties and users of English, just unaware of how they differ".

McKenzie (2007, also see 2008a and 2008b) investigated the attitudes of Japanese university students towards six varieties of English speech: Glasgow Standard English; Glasgow vernacular; Southern United States English; Midwest United States English; moderately-accented Japanese English (MJE) and heavily-accented Japanese English (HJE). The research instrument involved four main parts: the verbal-guise technique, identification of the varieties, attitudes towards non-standard varieties of Japanese and background information about the participants. The 558 informants in his study showed their complex (as McKenzie (2007: 230) puts it, "more complex than thought previously") attitudes towards two speakers of Japanese English (MJE and HJE). He found inconsistencies between the informants' evaluations of two

separate dimensions of ‘competence’ and ‘social attractiveness (solidarity).’

In terms of competence, the speakers of (both standard and non-standard) inner-circle varieties were evaluated more positively than the speakers of expanding-circle varieties of English (i.e. Japanese variety). Regarding the lowest rate for the HJE speaker’s competence, McKenzie (2007: 220) interpreted it as “the learners generally perceive heavily-accented Japanese English as both ‘lacking in prestige’ and ‘incorrect’”. The MJE speaker was ranked as the second lowest (McKenzie 2007).

On the other hand, in terms of social attractiveness, the speaker of HJE was rated most favourably of all the six speakers, whereas the speaker of MJE was ranked fourth. In other words, there exists a high degree of solidarity with the speaker of HJE and the informants expressed a clear preference for the speaker as an individual (McKenzie 2007). McKenzie (2007: 231) concluded that “the cognitive component and the affective component of the attitudes of the Japanese learners towards varieties of English speech are complex, and, to some extent, in conflict”. Qualitative data (on the complex attitudes, in particular) could be added to support his quantitative research results.

2.4.4.2 Attitudes of Japanese teachers of English towards the Japanese variety of English

The research data (Takahashi 2005, see above) also revealed that people's attitudes towards Japanese English would differ depending on the context in which they use English. In the case of 13 pre-service teachers, it depended on whether they teach English or not. Although they agreed that successful communication achievement is the most important thing in their use of English, some noted that they would regard the accuracy of their speech as a more important factor if they aimed to teach English. Many of them mentioned that they would pay more attention to accuracy in using English as well as to the variety of English they use, if it were the case that they were going to teach the language.

In summary, the Japanese students seem to evaluate native varieties positively and hope to acquire native-like pronunciation, if they can. However, they come to realize

what they could achieve as well as what they could not. At the same time, they attach importance to the comprehensibility and intelligibility of Japanese English when it is used in communication. In addition, the (pre-service) teachers' attitudes towards Japanese English seem to be different from those of the students.

2.4.5 Attitudes of Japanese people towards the target model of English

We will now turn to the question of Japanese people's attitudes towards a target model. Matsuura, Fujieda and Mahoney (2004) investigated what Japanese EFL teachers and students think about the idea of making English an official language. The subjects were 50 EFL teachers and 660 students at universities in Japan. The responses to two items ("Students do not have to mimic the Americans and British (for example) because there should be a Japanese English" and "The ultimate goal of English education in Japan should be to make people bilingual" (Matsuura *et al.*: 2004: 478)) showed slightly different language identities between the two groups. Matsuura *et al.* (2004: 479) interpreted the outcomes as follows:

For many Japanese, the term "Japanese English" has [a] negative connotation, and students in particular seem to consider it an inappropriate model. We can assume that some teachers are aware of linguistic phenomena [,] such as regional and acquisitional varieties of English (Görlach, 1999), and that many seem to accept Japanese English as [a] legitimate variety. Further, most teachers seem to believe that it is **almost impossible or at least not necessary for every Japanese to become bilingual in the present EFL environment.** (emphasis added)

The survey conducted by Jenkins (see above) examined teachers' beliefs about and attitudes towards ELF accents. The respondents included Japanese teachers of English, too. The Japanese respondents themselves were very negative about their accent. In addition, the results revealed that the Japanese English received a greater number and length of comments relating to it compared with those regarding the other nine accents. In terms of correctness, the Japanese English was (by far) the worst rated of the ten selected accents. A very few respondents said something positive about the Japanese accent (Jenkins 2007). The respondents very often criticised its lack of intelligibility (Jenkins 2007).

As we have seen, there are some previous studies on the attitudes of Japanese people towards different varieties of English, including Japanese English. However, there is no previous study available on their attitudes to the ELF approach, ELF-oriented materials in particular. Yet, there is a need for research on ELF orientation in teaching materials and people's attitudes towards the materials. That is because we may expect *resistance* from users in the process of introducing ELF-oriented materials.

Chapter 3

Research methodology

The aims of this research are: (1) to examine current ELT materials in Japan from an ELF perspective, and (2) to examine the attitudes of Japanese people towards the new ELF-oriented practice. More specifically, the current study will focus on the teaching materials that are currently being used within the country.

The following research questions will be investigated:

- (1) What are the main distinguishing features of ELF teaching materials, and how can these be identified?
- (2) Do the English coursebooks and audiovisual materials that are published and used (in both the state and private sectors) in Japan have ELF traits? If yes, to what extent?
- (3) What are the attitudes of Japanese learners and teachers of English towards the ELF-oriented coursebooks and audiovisual materials?
- (4) What are the implications of the ELF approach for ELT within the Japanese education system?

The research consists of three parts: (1) the identification of the characteristics of ELF; (2) an analysis of the EFL coursebooks and audiovisual materials according to those traits; and (3) an investigation of the attitudes of Japanese people (learners and teachers of English) to ELF-oriented coursebooks and audiovisual materials.

3.1 Identifying ELF traits

To begin with, what are the features of ‘ELFness’ in the English coursebooks and audiovisual materials? To answer Research Questions 1 and 2, I prepared a checklist of ELF traits by myself since there was no such list available at the time of the analysis. It was designed to facilitate my analysis of each of the coursebooks and make a comparison between them (see 3.2 Material analysis for the analysis and 3.2.2 Indicating the degree of ELFness for the comparison).

Making a list of ELF traits

The list of ELF traits was constructed by looking at previous literature on: (1) the main ideas of ELF, (2) the methodological suggestions for ELF, (3) discussions on more ELF features in materials, and (4) the materials previously reported to have an ELF perspective by scholars.

One of the main ideas and methodological suggestions behind ELF is found in the practice of exposing learners to a wide range of NNS varieties of English (Jenkins, 2004). Another important methodological implication comes with placing the emphasis of ELF on “raising awareness of EIL contextual factors” (Jenkins 2004: 116) (for more details, see Chapter 2, Exposure to different varieties and awareness raising). The traits of the checklist were organised within two main groups according to the purpose of ELF-oriented teaching; namely (1) Exposure purpose and (2) Awareness-raising purpose.

The ELF-oriented features in materials that have been discussed by researchers are: (1) representations of English users and uses of English, (2) different varieties of English in audio materials, and (3) topics with an intention to raise learners’ awareness about the sociolinguistic realities of the English language (e.g. Matsuda 2006).

Regarding the representations of English users and uses of English, I referred to categories used in Matsuda’s research (2002), where she analysed seven approved EFL coursebooks used in Japan. She did this by looking at the following points: the nationality of the main characters, the number of words uttered by each character, and the context and types of English uses (see 2.4.2 and Matsuda 2002 for further details).

The major differences between my work from Matsuda’s are as follows. Firstly, she neither labelled the above features of coursebooks as ELF traits nor suggested a list of ELF traits in her paper. But, I adapted her categories to my own analysis of ELF orientation in materials. Secondly, I modified her analysis method, - categories for types of English uses, in particular, - according to my own research interests. More specifically, although Matsuda (2002) had only six types of English uses, I further

broke down the types into nine (for more details, see Table 3.1 and Instances of communication, below).

Examples of the materials previously reported to display and ELF-perspective are: *Englishes of the World* (Yoneoka and Arimoto 2000), and *Identity* (Shaules, Tsujioka, and Iida 2004), which represent characters from various countries in the world and include samples of different varieties of English on CDs; *Crown English Series II* (Shimozaki *et al.* 2004), which has a chapter entitled ‘Singlish Bad; English Good’ and “explicitly introduces the notion of World Englishes” (reported by Matsuda 2006: 9; also cited in 2.3.4).

With these main ideas of ELF, the methodological suggestions and the reported materials in mind, I wrote down possible forms of ELF orientation to appear in materials. And then, I came up with a pre-list of coursebook/audiovisual material ELF traits. The pre-list was further developed by:

- (1) scanning coursebooks and audiovisual materials (e.g. global coursebooks, such as *New Headway*, and accompanying audiovisual materials);
- (2) contrasting the traits of ELFness I suggested with characteristics of EFL materials (e.g. MEXT approved coursebooks).

Pre-analysis

Afterwards, some materials were analysed according to the suggested list in order to confirm its items (pre-analysis). After the pre-analysis, the list was modified again by adding and deleting certain items. The traits included are as follows:

1. Exposure-purpose

Coursebooks

- 1. Representation (including pictures, illustrations, number of words)
 - 1.1 Nationality of characters
 - 1.2 Number of words uttered by each character
 - 1.3 Locations of dialogues
 - 1.4 Types of communication (for details, see Table 3.1, following)

2. Awareness-raising purpose

Coursebooks

- 2. Contents (topics)
 - 2.1 Current/future situation of English (e.g. number of NNSs as well as NSs in the world)
 - 2.2 Varieties of English
 - 2.3 Linguistic imperialism and critical awareness
 - 2.4 ELF contexts and uses
 - 2.5 New model(s)
 - 2.6 Multicultural topics

3. Audiovisual materials (tapes, CDs, videos, DVDs, websites)

In addition to the above categories for coursebooks (1.1-2.6):

3. Phonological features of English varieties

(This could fall into either 1. Exposure-purpose or 2. Awareness-raising purpose, or both.)

Although I am aware of the danger in being circular – some coursebooks are more ELF-oriented because they display coursebook ELF traits, some traits are more ELF-oriented because they appear in ELF-oriented coursebooks – I will use these traits for my analysis. Before moving on to the discussion of my findings in Chapter 4, I shall explain the analysis method in more detail here.

3.2 Material analysis

This section refers to the second research question, which asks (1) whether the English coursebooks and audiovisual materials currently used in Japan have coursebook/audiovisual material ELF traits and (2), if so, to what extent.

I decided to conduct a survey of the coursebooks used in the different sectors and in the various types of school. This is in order to investigate a wide range of materials without limiting the possibility of discovering ELF-oriented materials. Materials at different levels and in the different sectors (state and private) are also taken into consideration because they have different potentials. For example, some coursebooks for upper-secondary school students may include such issues as the global spread of English and varieties of English (the awareness-raising purpose). These topics can be introduced to the students in the form of readings (e.g. in the *Crown English Series II*) or as classroom-discussion topics (Matsuda 2003, 2005, and 2006).

On the other hand, the above readings might not be suitable for 7th grade learners in terms of their proficiency because they have just started their first-year of formal English education. In view of this, I assumed that coursebooks at lower levels are more likely to have an exposure purpose, while those at the senior levels are more likely to have a mixture of exposure and awareness-raising purposes. Thus, it is better to include coursebooks at different levels in order to determine the differences.

All six EFL coursebooks for 7th grade students were examined. These coursebooks were approved by MEXT in 2005 and have been in use since the following April. This means that no other coursebooks are currently used in Japanese state JHSs. The six

coursebooks are *Columbus* (Togo *et al.* 2006), *New Crown* (Takahashi *et al.* 2006), *New Horizon* (Kasajima, Asano, Shimomura, Makino, and Ikeda 2006), *One World* (Matsumoto, Ito, and Takahashi 2006), *Sunshine* (Sano, Yamaoka, Matsumoto, and Sato 2006), and *Total English* (Horiguchi *et al.* 2006).

Ten English-II coursebooks for the 11th grade were analysed. English II is one of the subjects which are offered in senior-high schools. The objectives are “to further develop students' abilities to understand what they listen to or read and to convey information, ideas, etc. by speaking or writing in English, and to foster a positive attitude toward communication through dealing with a wide variety of topics” (cited from THE COURSE OF STUDY FOR UPPER SECONDARY SCHOOL). The ten coursebooks are *Crown* (Shimozaki *et al.* 2004), *Vista* (Ikeda *et al.* 2004), *Pro-vision* (Haraguchi *et al.* 2004), *Unicorn* (Ichikawa *et al.* 2004), *Exceed* (Morizumi *et al.* 2004), *Vivid* (Minamimura *et al.* 2004), *Power On* (Jinbo *et al.* 2004), *All Abroad* (Kumura *et al.* 2004), *World Trek* (Asaha *et al.* 2004) and *Polestar* (Hashiuchi *et al.* 2004). They were approved by MEXT in 2003 and have been in use since April 2004. These are the ten most commonly used coursebooks out of the total of thirty-six which were in use at the time of the research, in June 2007, and account for 68.1 percent of the total English-II coursebooks used in 2007 (report published by Jiji Press in 2007).

In addition to the above, university materials employed in the private sector were analysed. Since university coursebooks do not require approval by the Ministry, there are a huge number of coursebooks published by different companies. I selected the coursebooks published by the companies that are members of the Association of English Coursebook Publishers. There are a total of 16 publishers who are members of the association: Asahi shuppansha, Ikubundo, Eikosha, Eichosha, Eihosha, Kaibunsha shuppan, Kiri-hara shoten, Kinseidō, Kenkyusha, Snashusha, Shohakusha, Seibidō, Otowashobō tsurumishoten, Nanundō, Hokuseidō shoten, and Taka-shobō & Yumi Press. Their new publications are available on AETP's home page.

From each publisher, I chose coursebooks that are categorized in a single group entitled *Sogo eigo* (translated as ‘Total English’ in English). These coursebooks are designed to develop four integrated skills: speaking, listening, reading and writing. The number of Total-English coursebooks published by each company in 2008 and 2009 ranged from 1 to 6. A total of 43 coursebooks were selected and analysed.

3.2.1 Analysis method

As mentioned above, the analysis items were grouped according to the purpose of the materials (Exposure purpose and Awareness-raising purpose). The materials were analysed either quantitatively or qualitatively depending on the item. For instance, when examining the Exposure-purpose in materials, the representation of coursebooks were analysed and the features found were represented in numeral data (e.g. the number of IC, OC and EC characters found in a book; for more, see below). By contrast, features of Awareness-raising purposes were analysed by reading the content of texts and by categorising those texts qualitatively (i.e. putting appropriate labels of ELF-Issues categories).

3.2.1.1. Exposure-purpose: coursebook representation

The analysis examined the English users and English uses represented in the coursebooks. As mentioned, the analysis methods for coursebook representation (1.1 - 1.4, above) were based on Matsuda’s categories (2002). Firstly, the English users who were represented in the coursebooks were examined in terms of their nationality. The reason why I regarded nationality as a key variable was that, generally, the characters in the coursebooks are given a background, including where they come from, so that we can compare different coursebooks in this respect. The number of words uttered by each English user was also counted. Then, the English uses were analysed in terms of both the places where the uses occurred and the types of communication (for more details, see below).

Nationality of the characters

First of all, the nationalities of the characters represented in the dialogues of each coursebook were identified. Then, the number of characters from each country was counted. I also looked at the pictures/illustrations of each speaker and

pictures/illustrations related to each country in the due course.

Number of words uttered by each character

The number of words uttered by each character of each nationality (see 1.1) was counted.

Locations of the dialogues

I categorised the location of the dialogues into the following seven groups and counted the numbers of places according to the categories:

- (1) learner's home country (i.e. Japan)
- (2) inner-circle countries
- (3) outer-circle countries
- (4) expanding-circle countries other than the learner's home country
- (5) multiple contexts (international phone calls and letters that involve more than one of the above four contexts)
- (6) fictional contexts (e.g. in a time machine)
- (7) unknown or no context

Instances of communication

Table 3.1, following, illustrates the six instances of English use (communication) to be analysed in this study. The types of English use can be defined and classified in various ways. However, in this study, the focus is on whether the use is same-country or mixed-country. Same-country use in this study is defined as the use of English between people from the same country, while mixed-country use refers to use between people from different countries. This distinction is important because it clearly shows how important ELF communication is in materials.

The type of communication was first investigated in terms of whether it was same-country or mixed-country, and was then further sub-categorised into nine context types. Same-country use was further divided into three types: (1) between speakers from the same inner-circle country; (2) between speakers from the same outer-circle country; and (3) between speakers from the same expanding-circle country. Mixed-country use was further divided into six types: (1) exclusively among NSs from different inner-circle countries (e.g. speakers from the US and the UK); (2) between

NSs and NNSs from Japan; (3) among NSs, NNSs from Japan and from other than Japan; (4) between NSs and NNSs from countries other than Japan; (5) between NNSs from Japan and from countries other than Japan; and (6) between NNSs from countries other than Japan. The numbers of the nine types of communication (see Table 3.1) were counted.

As reported, the highlighted six categories in Table 3.1 were based on Matsuda (2002). (5), (6), (7), (8), and (9) are my original contribution. The new categories were added because I was particularly interested in how the international uses of English by NNSs were presented. With Matsuda's category "*Between native and nonnative speakers*" (2002: 18), we cannot see where the NNS participants come from, nor whether they are Japanese or not. I thought the distinction between Japanese and non-Japanese was important because I was analysing the EFL coursebooks particularly designed for Japanese learners of English. There is a possibility that the majority of NNS characters are Japanese - simply because the main users are Japanese, not because the coursebook has an ELF perspective (i.e. active participation of NNSs in dialogues).

Thus, I divided the Matsuda's category (2002: 18) "*Between Native and nonnative speakers*" into three: respectively, (5) between NSs and NNSs from the learner's home country, Japan, (6) among NSs, NNSs from the learner's home country, and from countries other than Japan, (7) between NSs and NNSs from countries other than the learner's home country. For the same reason, I further divided "*Nonnative speakers only*" in Matsuda (2002: 18) into two: namely, (8) between NNSs from the learner's home country, and from countries other than Japan, and (9) between NNSs from countries other than the learner's home country. By adding these new categories, I was able to investigate whether or not non-Japanese NNSs were presented without the presence of Japanese characters. In other words, I could examine whether or not the participation of NNSs is limited to Japanese characters. I also present Matsuda's categories, below Table 3.1, in order for readers to see the differences between hers and my original.

Table 3.1: Types of communication

Same-country Uses	<p>(1) between speakers from the same inner-country</p> <p>(2) between speakers from the same outer-circle country</p> <p>(3) between speakers from the same expanding-circle country</p>
Mixed-country Uses	<p>(4) between native speakers</p> <p><i>Between native speakers and non-native speakers</i></p> <p>(5) between native speakers and non-native speakers from the learner's home country, Japan</p> <p>(6) among native speakers, non-native speakers from the learner's home country, Japan, and from countries other than Japan</p> <p>(7) between native speakers and non-native speakers from countries other than the learner's home country, Japan</p> <p><i>Between non-native speakers</i></p> <p>(8) between non-native speakers from the learner's home country, Japan, and from countries other than Japan</p> <p>(9) between non-native speakers from countries other than the learner's home country, Japan</p>

* The highlighted six categories (above) are based on Matsuda (2002: 188). I added the rest of the categories. In addition, Matsuda (2002) used different terms: 'intranational uses' and 'international uses' instead of same-country and mixed-country uses (see below).

Types of English uses (adapted from Matsuda 2002: 188)

Intranational Uses	<p>Speakers from the same inner circle country</p> <p>Speakers from the same outer circle country</p> <p>Speakers from the same expanding circle country</p>
International Uses	<p>Native speakers only</p> <p>Native and non-native speakers</p> <p>Nonnative speakers only</p>

3.2.1.2 Awareness-raising purpose: contents (topics) of the coursebooks

For each coursebook, I examined whether it includes the following ELF-related contents or not. I searched for sentences and sections that contain information on any of the traits (1.1 - 1.5) below.

1.1 The current/future situation of English

- 1.1.1 Number of speakers
- 1.1.2 Contexts of uses
- 1.1.3 Domains of uses
- 1.1.4 English as an international language
- 1.1.5 Sociolinguistic complexity of the English language

1.2 English varieties

- 1.2.1 Existence of different varieties
- 1.2.2 Names of varieties
- 1.2.3 Characteristics/forms of varieties
- 1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English

1.3 Linguistic imperialism and critical awareness

- 1.3.1 English domination
- 1.3.2 (In)equality in communication
- 1.3.3 Ownership of English

1.4 ELF contexts and uses

- 1.4.1 Departure from EFL
- 1.4.2 Same-country English uses within a nation with many languages
- 1.4.3 Mixed-country uses between NNSs

1.5 New model(s)

- 1.5.1 Departure from an EFL model
- 1.5.2 Pluralization of standards
- 1.5.3 International intelligibility as a goal
- 1.5.4 Concerns/attitudes related to new models
- 1.5.5 Learner's choice

1.6 Multicultural topics

I regard a lesson as multicultural when two countries are considered to be the main topics in that study.

As I did with the categories of exposure-purpose, I arrived at this list by reviewing previous studies on ELF characteristics in the materials, scanning real materials, and comparing some materials followed by a pre-analysis to confirm the categories on the list.

Regarding 1.6 Multi-cultural (above), all topics were categorised into two groups according to Kiryu *et al*'s categories (1999: 22); namely 'nation-specific' and 'nation-nonspecific'. Firstly, I examined whether the main topic in each lesson was nation-specific or nation-nonspecific. Secondly, if it is 'nation-specific', I checked which country it was about.

The number of chapters which include coursebook ELF traits (1.1-1.5, see above) in a coursebook was counted. I also counted the number of different coursebook ELF traits (1.1-1.5) which are included in each chapter.

3.2.2 Indicating the degree of ELFness

So far, we have seen how the analysis method was applied within a coursebook. The next step is to display the ELFness of each coursebook numerically so that we can make a comparison between books. The method of indication (and comparison) that I propose to adopt is built on the previous material analysis (see 3.2.1 Analysis method). I will now explain how to calculate the ELF score.

For the purpose of comparison, I have selected eight ELF features (below). From these features, we can observe if the materials are (comparatively) more or less ELF-oriented.

1. Exposure purpose, Representation

Feature 1: Number of Nonnative Speaking (NNS) Characters Other than Japanese

Feature 2: Number of Different NNS Characters Other than Japanese
(Range of Different Nationalities)

Feature 3: Number of Words Uttered by NNSs Other than Japanese

Feature 4: OC and EC other than Japan as places of English uses

Feature 5: Types of Communication Exclusively between NNSs

2. Awareness-raising purpose, Contents (topics)

Feature 6: Number of Chapters which Contain Coursebook ELF Traits (1.1-1.5)

Feature 7: Number of Different Coursebook ELF traits (1.1-1.5)

Feature 8: Number of Topics about OC and EC Countries other than Japan (1.6 Multicultural)

Feature 1-5 are based on the analysis of representation; Feature 6-8, the analysis of topics (see 3.2.1 Analysis method). Regarding Feature 5, although my definition of ELF includes NS-NNS communication, I only counted NNS-NNS communication. The reason for this, as you will read in the next chapter, is that of all the mixed-country uses found in coursebooks, the majority were taking place between NS and NNS (see 4.1.1.4). Thus, I decided to only look at NNS-NNS communication for this Feature 5 because it would highlight ELF-orientation and make a good contrast between the more ELF-oriented coursebooks and less ELF-oriented coursebooks.

Next, I will explain what each ELF feature (Feature 1–8) means, with some examples. I will also show the process of scoring and the ranking of the coursebooks. The examples are taken from a JHS coursebook, *New Crown*, for Feature 1-5 and from an SHS coursebook, *Crown*, for Feature 6-8. I chose these two books because these are ranked top in terms of ELFness within their group of coursebooks.

Scoring ELF Features 1 – 5

The following are the individual scores for ELF Feature 1 - 5 and the total score for *New Crown* (JHS coursebook).

Table 3.2: Scores of ELF Features (Feature 1 - 5), *New Crown*

Coursebook name	ELF scores					Total ELF score	Ranking (out of six coursebooks)
	Feature 1	Feature 2	Feature 3	Feature 4	Feature 5		
	No. of NNS Characters Other than Japanese	No. of Different NNS Characters Other than Japanese (Range of Different Nationalities)	No. of Words Uttered by NNSs Other than Japanese	OC and EC Context Other than Japan	Types of Communication Exclusively between NNSs		
<i>New Crown</i>	0.20	0.33	0.14	0	0.33	1.00	1

NNS: Non-native Speaker, OC: Outer Circle, EC: Expanding Circle

ELF Feature 1: Number of non-native speaking characters other than Japanese

Feature 1 indicates the proportion of non-Japanese NNS characters to the total number of characters featured in the book. The score for Feature 1 (0.20, see Table 3.2) was calculated based on (1) the number of characters from the outer circle (OC) and (2) the number of characters from the expanding circle (EC) other than Japan; in short, the number of non-Japanese NNS characters. The number of non-Japanese NNS is 2 (20%) out of a total of 10 characters (see Table 3.3 below). Table 3.2 displays not the percentage (20%) but the decimal figure (0.20). The scores are rounded to two decimal places.

Table 3.3: Number of characters represented in *New Crown*

Coursebook	IC	EC (Japanese)	Non-Japanese EC	OC	Non-Japanese NNS*	Unknown	Total number of characters
<i>New Crown</i>	4 (40.0%)	4 (40.0%)	1 (10.0%)	1 (10.0%)	2 (20.0%)	0 (0.0%)	10 (100.0%)

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

* Non-Japanese NNS is here defined as OC plus non-Japanese EC.

ELF Feature 2: the number of *different* NNS nationalities other than Japanese (range of different nationalities)

Feature 2 shows the countries from which the non-Japanese NNS characters come and all of the countries of origin represented in the coursebook. This Feature 2 is different from Feature 1 because this is based on their being a range of *different* countries of origin. In other words, when more than two characters are from the same country, I count the country just once.

The score for Feature 2 (0.33) in Table 3.2 was calculated based on the number of countries from which the non-Japanese NNS characters come. The number of countries of origin (non-Japanese NNS) is 2, which accounts for 33.3% of the total of 6 (see Table 3.4, following).

Table 3.4: Number of countries of origin represented in *New Crown*

Coursebook	IC	Country of origin	Japanese	Country of origin	Non-Japanese EC	Country of origin	OC	Country of origin	Non-Japanese NNS*	Unknown	Total
<i>New Crown</i>	3 (50.0%)	US(2), UK, AU	1 (16.7%)	Japan	1 (16.7%)	China	1 (16.7%)	India	2 (33.3%)	0 (0.0%)	6 (100.0%)

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

* Non-Japanese NNS is here defined as OC plus non-Japanese EC.

ELF Feature 3: Number of words uttered by non-native speakers other than Japanese

Feature 3 indicates the proportion of words uttered by non-Japanese NNS characters to the total number of words uttered in dialogues in the coursebook.

The score of Feature 3 (0.14) in Table 3.2 was calculated based on the number of words uttered by non-Japanese NNS characters. The number is 129 (14.4%) out of a total of 895 words (see Table 3.5 below).

Table 3.5: Number of words uttered by characters in *New Crown*

Coursebook	IC	Japanese	Non-Japanese EC	OC	Non-Japanese NNSs*	Unknown	Total number of words
<i>New Crown</i>	361 (40.3%)	405 (45.3%)	57 (6.4%)	72 (8.0%)	129 (14.4%)	0 (0.0%)	895 (100.0%)

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

* Non-Japanese NNS is here defined as OC plus non-Japanese EC.

ELF Feature 4: Outer-Circle and Expanding-Circle other than Japan as places of English uses

Feature 4 shows the proportion of OC and EC countries featured as places where dialogues take place in a coursebook. The score for Feature 4 is 0, because no NNS country other than Japan was found as a place of conversation in the coursebook (see Table 3.6).

Table 3.6: Number of places of English uses in *New Crown*

Coursebook	IC	Japan	EC other than Japan	OC	NNS country (other than Japan)*	Multi-Context	Fictional	Unknown/No context	Total number of places
<i>New Crown</i>	0	8	0	0	0	1	0	0	9

NNS: Non-native Speaking, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

* EC other than Japan plus OC is NNS country (other than Japan).

ELF Feature 5: Types of communication exclusively between NNSs

Feature 5 displays the proportion of mixed-country uses of English exclusively between NNSs to the total mixed-country uses of English in each coursebook. The score for ELF Feature 5 is 0.33. The number of mixed-country uses between NNSs is 4 (33.3%) out of the total of 12 uses (see Table 3.7). Although my definition of ELF included NS-NNS communication, I only counted NNS-NNS communication here. This was because, as you will see more in Chapter 4 (Appendix 4.5), all the coursebooks analysed included NS-NNS communication. In order to compare and more clearly indicate the degree of ELF orientation among the books, I decided to focus on NNS-NNS communication for ELF Feature 5.

Table 3.7: Number of mixed-country uses of English in *New Crown*

Coursebook	Exclusively between NSs	Both NS and NNS	Exclusively between NNSs	Total
<i>New Crown</i>	0 (0.0%)	8 (66.7%)	4 (33.3%)	12 (100.0%)

NS: Native Speaker, NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

Overall ELF score (ELF Feature 1 – 5) and ranking

The overall score (1.00) shown in Table 3.2 is the sum of the scores for Feature 1, 2, 3, 4 and 5. This indicates how ELF-oriented the representation of *New Crown* is. This score is the highest among all six of the JHS coursebooks analysed.

Scoring ELF Feature 6 – 8

For ELF Feature 6, 7 and 8, I will use examples from an SHS coursebook, *Crown*. Here is a summary of the ELF scores (Feature 6 – 8) of *Crown*. All of the scores are based on the topic analysis of the coursebook.

Table 3.8: ELF scores (Feature 6 - 8) of *Crown*

Coursebook	ELF scores			Total ELF score	Ranking
	Feature 6	Feature 7	Feature 8		
	No. of Chapters which Contain Coursebook ELF Traits 1.1-1.5	No. of Different Coursebook ELF Traits found (1.1-1.5)	No. of Topics about OC and EC Countries other than Japan (1.6 Multicultural)		
<i>Crown</i>	1	14	1	16	1

OC: Outer Circle, EC: Expanding Circle

ELF Feature 6: Number of chapters which contain coursebook ELF traits 1.1-1.5

Feature 6 is the number of chapters which contain coursebook ELF traits (see 3.2.1.2 for the list of the traits) in a coursebook. I counted the chapters that contain any of the above traits in the coursebook. There was one chapter which has the traits and thus the score is 1, as shown in Table 3.8 (above). The title of the chapter is ‘Singlish Bad; English Good’ (Lesson 6).

ELF Feature 7: Number of *different* coursebook ELF traits (1.1-1.5)

Feature 7 is the number of different coursebook ELF traits (1.1-1.5) found in the coursebook. I counted the number of different coursebook ELF traits (1.1-1.5) which

are included in the chapter, ‘Singlish Bad; English Good’. Fourteen different traits were found and so the score is 14 (see Tables 3.8 and 3.9). The fourteen coursebook ELF traits found are summarised in the following table.

Table 3.9: Feature 7, Number of *different* ELF traits found in ‘Singlish Bad; English Good’ (Lesson 6, *Crown*)

	Coursebook ELF traits found
1	1.1.1 Number of speakers
2	1.1.3 Domains of uses
3	1.1.5 Sociolinguistic complexity of the English language
4	1.2.1 Existence of different varieties
5	1.2.2 Names of varieties
6	1.2.3 Characteristics/forms of varieties
7	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English
8	1.3.2 (In)equality in communication
9	1.3.3 Ownership of English
10	1.4.2 Same-country English uses within a nation with many languages
11	1.4.3 Mixed-country uses between NNSs
12	1.5.1 Departure from an EFL model
13	1.5.2 Pluralization of standards
14	1.5.4 Concerns about/attitudes towards new models

* For further details (e.g. exact sentences which include the above traits), see Appendix 3.1: Contents analysis for coursebook ELF traits 1.1-1.5

ELF Feature 8: Number of topics about Outer-Circle and Expanding-Circle countries other than Japan (1.6 Multicultural)

Feature 8 is the number of chapters which contain topics about OC countries and EC countries other than Japan in the coursebook. I searched for such chapters in *Crown*. There was one chapter which fell into this category and thus the score is 1 (see Table 3.8). The chapter title is ‘Singlish Bad; English Good’ (Lesson 6) and the country it refers to is an OC country, Singapore.

Overall score (Feature 6 – 8) and ranking

The overall scores (16) in Table 3.8 were calculated by simply adding the separate scores for Feature 6, 7 and 8. This score indicates the ELFness of the topics in *Crown*. This ranks top among all ten of the English-II coursebooks.

Grand total of ELF scores (Feature 1 – 8)

Finally, for each coursebook, all of the scores (for Features 1 to 8) were added together. I will later present the ELF scores for all of the coursebooks analysed in table form (see Chapter 4 Material analysis). This will help us to compare the coursebooks in terms of their ELF-oriented features.

3.2.3 Choice of ELF-oriented English language teaching materials for attitude study

The degree of ELFness identified in the analysis of the materials provides the basis for the questionnaire used for the attitudinal study. The questions were devised in order to elicit from the informants whether they would like to see comparatively more or less ELF-oriented features in the ELT materials used in Japan, and sought to include at least one question related to each feature (Feature 1 – 8).

3.3 Investigation of people's attitudes to the ELF-oriented English language teaching materials

After the analysis of the materials, I investigated the attitudes of the learners and teachers towards the ELF oriented materials using two methods: questionnaire and focus group. This attitudinal research involves both a quantitative and a qualitative approach. This was intended to interpret both kinds of data thoroughly. Using a quantitative approach, my aim is to obtain an overall picture of the attitudes of each of the target groups. Qualitative methods are used to look further into the attitudes of the individuals within the groups.

First of all, it is necessary to discuss two fundamental questions: "what is 'attitude' (as well as 'language attitude')?" and "why is it important?" I shall then summarise the previous research on language attitude and its methodologies, after which I will discuss the limitations of the research instruments.

What is ‘attitude’?

The discussion of attitudes comes from social psychology: “Attitude is one of the most distinctive and indispensable concepts in social psychology (Perloff 1993: 26, cited in Garrett *et al.* 2003: 2)”. Or in other words, “Attitude has been a central explanatory variable in the field of social psychology more than in any other academic discipline (McKenzie 2007: 23)”.

Bohner and Wanke (2002: 5) define an attitude as "a summary evaluation of an object or thought", and claim that an attitude object can be anything a person discriminates or holds in mind. For Baker (1992), attitude is a hypothetical construct used to explain the direction and persistence of external human behaviour. Since they are latent and abstract concepts, attitudes cannot be directly observed, but, can be inferred from observable responses (Eagly and Chaiken 1993).

For Allport (1935: 810, cited in Fiske, Gilbert, and Gardner 2010: 356), attitude is "a mental or neural state of readiness, organized through experience." Similarly, Baker (1988) claims that attitudes are learnt, not inherited or genetically endowed. Ellis (1994) also argues that attitudes tend to persist but they can be modified by experience. Baker (1992) suggests three components of an attitude: cognitive (thoughts and beliefs), affective (feelings), and action or conative (readiness for action). Similarly, Bohner and Wanke (2002) claim that attitudes may encompass affective, behavioural and cognitive responses.

In order to better understand the notion of ‘attitude’, I will briefly compare it with two related terms, ‘belief’ and ‘opinion’. Garrett, Coupland, and Williams (2003) state that opinion is more difficult than any other related terms to differentiate from attitude. Shaw and Wright (1967: 5) claim that "opinions are verbalizable, while attitudes are sometimes mediated by nonverbal processes or are ‘unconscious’, and opinions are responses, while attitudes are response predispositions". Opinion is seen as a similar term to both attitude and belief.

One of the significant differences between belief and opinion is variability or changeability. Belief is consistent and long lasting, while opinion can easily change in a short period of time and is thus temporary. In this respect, belief is more like attitude. How, then, does belief differ from attitude? Eagly (1974) notes that attitudes express a person's affection towards an object, while beliefs are neutral in affect. In summary, the main difference between attitude and other concepts is its affective character.

What is 'language attitude'?

So far, we have been considering attitudes in general. For the purpose of this current study, it is also necessary to look at a particular type of attitude, namely language attitude. Preston (1989: 50) claims that language attitudes are responses of hearers to "the personal, ethnic, national, gender, class, role, age and other identities of speakers". In reality, language attitude research mainly focuses on hearers' evaluation of different language varieties. The possible factors that may influence language attitude are: age, gender, school/education, language background and cultural background (Baker, 1992).

Why is a language attitude important?

An important goal of sociolinguistic research is to construct a "record of overt attitudes towards language, linguistic features and linguistic stereotypes" (Labov 1984: 33). The study of language attitudes seeks to understand what effects they might be having in terms of behavioural outcomes. More importantly, it tries to analyse what it is that determines and defines these attitudes (Garrett, Coupland and Williams 2003).

According to Ellis (1994), differences in the speed of L2 learning, the type of proficiency acquired and the attainment level reached can be partly explained by psychological factors such as language aptitude, learning style and personality, but in part the former is socially determined. He also argues that, though the relationship between social factors and L2 achievement is indirect, their effect is mediated by

variables of a psychological nature; in particular, attitudes towards the target language, its culture and its speakers, determine the amount of contact with the L2, the nature of the interpersonal interactions learners engage in and their motivation (Ellis 1994).

Gardner (1985) contended that attitudes are not only ingredients (input) in a language learning situation but also products and outcomes (output) of language learning. The Socio-educational Model proposed by Gardner (1985) indicates four classes of variables which influence L2 acquisition: the social milieu, individual differences, language acquisition contexts and outcomes (both linguistic and non-linguistic); and attitudes are categorised as one of the individual differences (along with intelligence, language aptitude, motivation and situational anxiety). The applicability of Gardner's model in the EFL context has been questioned (at least in part) by some leading researchers (Clément, Dörnyei, and Noels 1994; Dörnyei 1990; Yashima 2002). According to Clément, Dörnyei, and Noels 1994; Dörnyei 1990; Samimy and Tabuse 1992 (cited in Yashima 2002), "instrumental motivation is equally or more important in various EFL learning contexts": "A careful examination of what it means to learn a language in a particular context is necessary before applying a model developed in a different context" (Yashima 2002: 62). It is still worth constructing a theoretical model or a list of factors that may build language attitude for a deeper understanding of language attitude in a particular context.

Bohner and Wanke (2002: 4) claim, at the level of society, individual attitudes turn into public opinion, and then they "determine the social, political and cultural climate in a society" by affecting the individuals in turn. Thus, it can be said that a survey of attitudes provides an indicator of current community thoughts, beliefs, preferences and desires (Baker 1992). Language attitude is important for my study for the following reasons. Firstly, language attitude study is important in order to discover, reflect and record linguistic phenomena in Japanese society. Ultimately, language attitude will contribute to understanding the sociolinguistic context of the society. Secondly, the study of language attitudes seeks to understand the effect of language attitudes in terms of behavioural outcomes. More importantly, the study seeks to understand what it is that determines and defines those attitudes (Garrett, Coupland, and Williams 2003). It is hoped that the current study will contribute to a better

understanding of learners and teachers of English, and of the constraints that surround any proposed improvements to Japanese teaching materials.

Methodology of language attitude research

According to Garrett, Coupland, and Williams (2003), approaches to language attitude study are categorised into three groups: (1) societal treatment approaches, (2) direct approaches and (3) indirect approaches.

The societal treatment approach includes participant observation and ethnographic studies, or the analysis of a host of sources in the public domain (Garrett *et al.* 2003). This approach accords importance to observable facts and behaviours but *not* to responses from informants.

A direct approach to investigating language is characterized by the fact that it is the informants themselves who are asked to report their attitudes (Garrett *et al.* 2003). Direct approaches include questions that are put to the subjects, in a survey, questionnaires and interviews or a combination of the two (Carranza 1982).

In contrast to direct approaches, the characteristic of the indirect approach is the absence of informants' awareness of what is being observed through the research. According to Carranza (1982), the indirect techniques can take various forms, including the matched-guise technique, observation without people knowing they are being observed, content analysis and case study. I shall now look at the following techniques: (1) direct techniques (questionnaires and interviews) and (2) indirect technique (the matched-guise technique) in detail. I will summarise the advantages and disadvantages of each technique, in particular.

Questionnaires

One of the advantages of questionnaires is that data can be collected from a large number of informants at one time (Garrett *et al.* 2003). Secondly, questionnaires can be filled in anywhere without the presence of a researcher. It is thus possible for a

researcher to send out and collect questionnaires by post, or even to ask a third party to conduct and collect the questionnaires in his/her absence.

Thirdly, as Garrett *et al.* notes (2003), questionnaires require a relatively uniform procedure when compared with an interview. For instance, an interviewer may ask questions in different ways to different people, but, a questionnaire does not have such interviewer effects. This uniformity could also mean, on the other hand, that a questionnaire cannot be as flexible as an interview. Fourth, questionnaires can provide more anonymity for respondents than interviews (Garrett *et al.* 2003). This may decrease the likelihood of responses being influenced by social desirability, which will be listed as one of the limitations of the direct approaches, following (Garrett *et al.*).

Limitations of questionnaires

There are general difficulties with the direct approach: for examples, hypothetical questions, strongly slanted questions, multiple questions (for more, see Garrett *et al.* 2003), social-desirability and acquiescence bias. The first three difficulties are controlled by the researcher, whereas the fourth and fifth are not rooted in the control of the researcher. In addition, due to its uniformity, a questionnaire is not flexible when it comes to different respondents (see above).

Here, I would like to look at the fourth (social-desirability bias) and the fifth, in particular, since it is closely related to my research. The social-desirability is “the tendency for people to give ‘socially appropriate responses’ to questions (Garrett *et al.* 2003: 28)”. People who hold negative attitudes towards a particular group (e.g. racial and ethnic minorities) may not wish to admit to a researcher that they have such feelings (Garrett *et al.* 2003).

Securing anonymity and confidentiality for respondents may reduce the possibility of merely providing socially-desirable responses, but, Garrets *et al.* (2003) doubt that

these can entirely avoid the problems of social-desirability bias. Oppenheim (1992, cited in Garrett *et al.* 2003) claims that the risk of receiving social-desirable responses is more in interviews than in questionnaires. Therefore, it is natural to expect a higher risk of social-desirability bias in focus-group interviews where there is no anonymity among the participants (Garrett *et al.* 2003).

Acquiescence bias (Ostrom *et al.* 1994) is that some respondents may tend to agree with an item, regardless of its content, seeing this as a way of gaining the researcher's approval. Acquiescence bias can occur in response to questionnaire or interview items, although some claim that it is especially found in face-to-face interviews (Gass and Seiter 1999, cited in Garrett *et al.* 2003).

These limitations of the direct approach combined with the need for investigating 'real' attitudes of people motivated researchers to develop indirect methods, such as the matched-guise technique (Lambert *et al.* 1960). I shall next closely look at the matched-guise technique.

The matched-guise technique

The matched-guise technique (MGT) is an indirect approach invented by Lambert *et al.* (1960) to measure language attitudes. It is called "matched guise" since two or more performances by the same speaker are included among the voice samples which subjects are asked to rate. In this way, that part of the response which might be said to result from the speaker's individual vocal characteristics can be filtered out (Preston 1989). Although originally developed for studying attitudes towards different languages (Lambert *et al.* 1960), voice sample ratings spread rapidly to the study of monolingual cases as well. In such research, informants are required to read and listen to the same text read out by different speakers and evaluate each utterance using a rating scale. The informants are asked to respond to the voice samples along several dimensions (e.g. friendly/unfriendly, honest/dishonest, clear/unclear).

Limitations of the matched-guise technique

There are a number of criticisms over the way that the MGT present speech varieties for evaluation. Garrett *et al.* (2003: 58-61) summarise:

1. The salience problem,

The salience problem is that the MGT may make the speech/language as well as the speech/language variation much more salient than it is outside of the experimental environment;

2. The perception problem,

We cannot be sure how reliably judges perceive speech samples (manipulated variables) unless we ask them to explain where they think the voice is from;

3. The accent-authenticity problem,

Minimizing the effects of idiosyncratic variations in speech (e.g. rate and voice quality) may eliminate other characteristics which normally co-vary with accent varieties (e.g. intonational characteristics, discourse patterning);

4. The mimicking-authenticity problem,

The accuracy of renderings seems unlikely to be high particularly when one speaker has produced a large number of different varieties;

5. The community-authenticity problem,

The labels used for the speech varieties are sometimes vague and thus are not meaningful. More specific or localized label would be more helpful for the judges;

6. The style-authenticity problem,

It is questioned, whether we can extend findings from the MGT experiment, where the decontextualized language is used to elicit people's attitudes, to natural language use;

7. The neutrality problem,

It is questionable that any text can be regarded as 'factually neutral' since every listener interprets according to his/her pre-existing social schemata.

We have looked at the different approaches, methods, measurements, and their advantages and disadvantages. As Labov (1966) points out, employing only direct methods is of very little value. Carranza (1982) asserts that the use of multiple types of techniques when examining the same issues for the same population must be encouraged. I agree with Garrett *et al.* (2003: 61) claiming that "any particular method will (be) only [be] partially convincing, and only partially able to meet the usual demands of validity and reliability". In addition, Baker (1992) claims that there is no measurement of an individual's attitude which can reveal it perfectly and be totally valid. The reasons are:

- (1) Consciously and unconsciously people tend to give socially desirable answers;
 - (2) People may be affected in their response to an attitude test by the researcher and the perceived purpose of the research; and
 - (3) Good attitude test needs to encompass the full range of issues and ideas involved in a topic.
- (Baker 1992: 18-9)

In the case of the current study, using direct questioning alone may not be appropriate since respondents might not want to reveal negative feelings toward certain nationalities and cultures. They might consciously and unconsciously provide “socially desirable answers” (Baker 1992: 18). The MGT would be a valid measurement in order to minimise this problem. However, the MGT itself still leaves room for improvement: the decontextualized presentation of speech, and the reliance on the rating scales (Garrett *et al.* 2003).

Having viewed the advantages and disadvantages, I came to believe utilising both direct and indirect methods is a possible solution. Therefore, for my attitudinal research, I decided to use a questionnaire supplemented by the MGT as the main instrument, followed by the second instrument, focus-groups (for more discussion about focus-groups, see 3.3.2). I shall next explain in greater detail the research instruments, which were designed specifically for this research.

Focus groups

The main benefit of focus groups is that researchers interact directly with the participants. During the sessions, moderators can explore the participants’ responses (e.g. interaction between peer participants) which might come out on the spot. Consequently, they have higher chances of “discover[ing] *more* about individuals’ perceptions and views” (Langford and McDonagh 2003: 3, emphasis added). When conducting a focus group, identifying the overall sense of the group rather than focusing on the input of any particular individual is the key to success (Greenbaum 1998).

The focus groups in the current study are utilised as “a follow-up to quantitative investigations” (Vaughn, Schumm, and Sinagub 1996: 15), or are used with the aim of providing an aid to interpret (or make “a critical reappraisal of”) the survey findings

(Bloor, Frankland, Thomas, and Robson 2001: 17). As discussed by Bloor *et al.* (2001: 18), focus groups were initially used ‘to elaborate or qualify other findings’, compensating for the methodological imperfections of the research instrument.

Focus groups are basically group interviews, but one specific form of group interview (Morgan 1997). Focus groups are unique because interactions within the group primarily happen during the meetings themselves (Vaughn *et al.* 1996). Vaughn *et al.* (1996: 50) claim that the data and insights elicited from the session would be “less accessible without the interaction found in a group”.

Regarding the definition(s), I am in line with Morgan (1997: 6), who suggests: “rather than generate pointless debates about what is or is not a focus group, [I prefer to] treat focus groups as a “broad umbrella” ... that can include many different variations”.

To sum up, the ultimate goal of focus groups is to gain a deeper understanding of the participants’ responses. I hoped that the interaction between the participants would help in achieving this goal. In addition, the focus-group discussions contribute to forming and improving the questionnaire for the future research.

According to Greenbaum (1998: 2), a ‘full group’ involves 8 to 10 persons; and a ‘mini group’, 4 to 6 persons. Vaughn *et al.* (1996) recommend employing mini groups when researchers find it infeasible to recruit more than 6 persons for a group.

The group is said to be “an informal assembly of target persons” and is therefore recommended to be relatively homogeneous (Vaughn *et al.* 1996: 5). The homogeneity of the group increases the participants’ ease in talking with similar others. Groups categorised according to homogeneity allow us to assess how similar or different the various categories of people actually are (Mogan 1998). We can compare what they say during the sessions and this can provide valuable insights (Mogan 1998).

According to Ruhe (1978, cited in Vaughn *et al.* 1996: 63), some researchers conduct both same-sex and cross-sex groups. Others believe that “the best results occur with mixed-gender groups so it is unnecessary to conduct same-sex groups”. In this study,

the student groups are all gender-mixed, since the research sites are coeducational schools. The proportions of male and female students differed for each group, though.

Vaughn *et al.* (1996: 63) assert that, when age is not a focus of study, “focus groups are best conducted with a mix of age ranges among adults”. This is not the case with my research because it investigates the attitudes of students of certain grades (7th and 11th grade students). Due to the limited number of English teachers working at each school, selecting teacher participants according to their ages was simply impossible.

There is further discussion regarding the conformity of the group. Would it be more appropriate to choose participants who are familiar to each other or not? It has been pointed out that “participants who belong to pre-existing social groups (1) may bring to the interaction comments about shared experiences and events and (2) may challenge any discrepancies between expressed beliefs and actual behaviour and generally promote discussion and debate” (see, for example, Kitzinger 1994, cited in Bloor, Frankland, Thomas, Robson 2001: 22). Moreover, pre-existing groups provide a more ‘natural’ setting for discussion (Bloor *et al.* 2001: 23).

On the other hand, it could also be true that “people will be inclined to be truthful and to freely disclose when they are talking with unfamiliar people who they will presumably not see again” (Folch-Lyon and Trost 1981, cited in Vaughn *et al.* 1996: 64). So, some researchers recommend that the participants are strangers (Vaughn *et al.* 1996).

Having outlined the pros and cons, I still see more benefits to utilising existing groups unless there is any reason to cause the participants to be reluctant to talk - for instance, if the topics are sensitive and personal, and people do not want to talk about the issues with familiar people.

Furthermore, pre-existing groups offer more practical benefits, such as reducing the recruitment effort (Bloor *et al.* 2001). It is suggested by Bloor *et al.* (2001) that the focus-group members may be selected from pre-existing survey samples. Indeed, the participants in my study are selected from those who have completed the questionnaire.

For most research purposes, each target group should be replicated at least once (Vaughn *et al.* 1996). Most researchers agree that it is unwise to conduct only a single focus group. Conducting at least two focus groups with different participants allows us to confirm the initial group's responses (Bortree 1986; Buncher 1982; and Goodman 1984, cited in Vaughn *et al.* 1996: 49). It should be repeated, however, that the focus-group method is intended to be qualitative and is not meant to provide projectable data (Greenbaum 1998).

3.3.1 Research instrument: questionnaire

The main purpose is: (1) to elicit the general attitudes of the learners and teachers towards the ELF features of the coursebooks and audio materials; and (2) to obtain background information about the informants.

As mentioned earlier, I designed the questionnaire by referring to features which were discovered through the material analysis. The questionnaire (see Appendix 3.2) consists of three parts. Part 1 consists of questions regarding how the users and the uses of English are featured in the coursebooks (Representation); Part 2 contains questions on the topics (Topics); Part 3 consists of questions about audio materials. The final part of the questionnaire was designed to collect information on the informants' background and experience of learning English.

Questionnaire Part 1

Part 1 relates to ELF features 1 – 5. I look for answers regarding whether people have any preference in terms of the characters, participants in the dialogues and place of the dialogues that are featured in the coursebook. In order to investigate how people react to each ELF feature, I included choices that would indicate the different degree of ELF-orientation. I devised the first draft of the questionnaire and then did some piloting and revised the draft.

Seven questions in Part 1 ask about: people's preference for main characters (NSs, NNSs other than Japanese); their preference for characters from different linguistic circles; their preference for particular nationalities for NS characters; their preference for particular nationalities for NNS characters; their preference for who (NS, NNS other than Japanese or Japanese) should take a major part in a dialogue; their

preference for what type of communication informants want to see in a dialogue; and their preference for contexts in which English is used in a dialogue. *Contexts*, here, mean countries where conversations (in English) are taking place. Since I have included an explanation of all the questions in Appendix 3.3, I here identify the main kinds of questions in relation to ELF-orientation: this is the focus of my study.

The main questions, following, ask about the informants' preferences with regard to the characters, communication type and place of the dialogues. The questions were framed based on the ELF features 1-5:

- Which characters do they want to feature more in the dialogues in the coursebook? (Question 1)
- Is there any preference for a character in terms of which one of the three linguistic-circles he/she comes from? (Question 2)
- Is there any preference for a NS character in terms of his/her country of origin (Question 3)
- Is there any preference for a NNS character in terms of his/her country of origin (Question 4)
- Which characters do they want to speak more words in the dialogues in the coursebook? (Question 5)
- Which type of communication do they want to see more of in the dialogues in the coursebook? (Question 6)
- Which place for dialogues do they want to see more of in the coursebook? (Question 7)

Questionnaire Part 2

The design of this part was based on the analysis of the SHS coursebooks (see Chapter 6). There are eight short extracts to be rated on a five-point-scale. The eight passages were taken from the SHS coursebooks analysed for this study. They were divided into two sections according to the topics (four extracts in 1-1 and another four in 1-2). As discussed previously, each paragraph includes ELF-related content (see 3.2.1 Analysis method). All of the extracts are provided in the following tables:

Table 3.10: Extracts Number 1 – Number 4 in section 1-1, Questionnaire Part 2

Extract Number	Categories of topics	Specified topics	Extracts (source)
1	1.1 Current/future situation of English	1.1.1 Number of speakers	<p>“More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language...there are now more students of English in China than there are people in the United States.”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p138)</p>
2	1.2 English varieties	1.2.1 Existence of different varieties	<p>“As the English language grows in the world, it is creating new dialects called “Englishes”.”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p85)</p>
		1.2.2 Names of varieties	<p>“American English, British English, Indian English, and several other “Englishes”.”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’ , p85)</p>
3		1.2.3 Characteristics/ forms of varieties	<p>“Often the grammar [of Singlish] is a little simpler, or just different...in a shop...you may hear the customer bargaining with the salesclerk, “Cheaper, can or not?””</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p142)</p>
		1.2.1 Existence of different varieties	<p>“There are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p144)</p>
		1.2.3 Characteristics/ forms of varieties	<p>“Every Singaporean speak. Me too. It not dialect”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p86)</p>
4	1.4 ELF contexts and uses	1.4.3 Mixed-country uses between NNSs	<p>“Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians.”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p91)</p>

NNS: Non-native Speaker

Table 3.11: Extracts Number 5 – Number 8 in section 1-2, Questionnaire Part 2

Extract Number	Categories of topics	Specified topics	Extracts (source)
5	1.5 New model(s)	1.5.2 Pluralization of standards	<p>“A user of Singlish [rephrased as ‘English in Singapore’] is as correct as you are in the sense that he knows what he wants to say and is understood by his audience.”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p90)</p> <p>(also categorised in 1.5.3 International intelligibility as a goal)</p>
6	1.5 New model(s)	1.5.4 Concerns about/attitudes towards new models	<p>“It is important to speak and write standard English.”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p88)</p>
7	1.5 New model(s)	1.5.3 International intelligibility as a goal	<p>“[W]hen you have a chance to speak English with someone, don’t worry if your English is not always “correct” or “perfect”.”</p> <p>(<i>Unicorn English Course II</i>, Lesson 10: ‘English as a World Language’, p144)</p>
8	1.5 New model(s)	1.5.5 Learner’s choice	<p>“What kind of English is best for you?”</p> <p>(<i>Unicorn English Course II</i>, Lesson 10: ‘English as a World Language’, p144)</p>

Question 2 examines the informants’ preference for particular topics; in particular, whether they prefer multicultural topics or not. The phrase ‘Multicultural topic’ in this thesis means that if two countries are considered the main topics in a single lesson, then the topic is both multi-country and multi-cultural.

A five-point scale is given and the informants decide how much they like each topic, if it is included in the English course book. Question 3 examines the informants’ preferences regarding IC-country topics. Question 4 examines the informants’ preferences for topics on OC and EC countries.

Questionnaire Part 3

The informants make a decision about their preferences regarding the following recordings of English: (1) English spoken in a country where English is used as the mother tongue (or a first language), (2) English spoken in a country where English is used as an official (or a second language), (3) English spoken by a speaker who is from a country where English is used as a foreign language (other than a Japanese speaker of English) and (4) English spoken by a Japanese speaker.

The informants also show their preferences among the recordings of different IC varieties of English: (1) English in Canada, (2) English in Australia, (3) English in the US, (4) English in the UK, and (5) English in New Zealand.

In Question 3, the informants first listen to and evaluate two different recordings of English. Secondly, they are required to evaluate each speech using a seven-point semantic-differential scale.

Matched-guise technique

For this question, I used the matched-guise technique (see above for details). The performances by the same speaker using different varieties are rated. The informants are asked to respond to the voice samples along several dimensions. To avoid the possibility that individual vocal features might affect the informants' reactions, I decided to use two recordings read by a single speaker.

Recordings

The speaker is female and in her early 30's. She is a Japanese speaker of English. She had studied English at school for ten years in Japan before she started her graduate studies in the UK. She had lived in the UK for two years by the time of recording.

The speaker was selected because she is able to speak English with two different accents. That made it possible to use the matched-guise technique. The speaker read the same text in two distinguishably different accents. One speech was read in less-accented English which is closer to native-speaking English (British English), and the other in a more-accented English (heavily-accented Japanese English). The most prominent phonetic features that result in this impression of 'more accented' are, for example, pronouncing /s/ instead of /θ/, /l/ instead of /r/, and vice versa.

Some sentences in the text were selected from three JHS English coursebooks which were officially approved for the use of first-year students. Others were slightly changed from the original sentences (e.g. speaker's name and the place of origin) by referring to the coursebooks. The text is on self-introduction and consists of 67 words. The text read is presented below:

Hello, everyone.
My name is Kaori.
I'm from Kyushu, Japan.
I'm a college student in Japan.

I have some pictures of my family. This is my favourite picture. This is my father. He works in a library. He likes gardening. My mother teaches maths. She collects dolls. My brother lives in China. He likes Chinese food very much. I really like them.

See you again. Thank you!

The text contains consonants and vowels that represent common phonetic features of (so-called) Japanese English. The speaker was asked to read the highlighted consonants and vowels with features of Japanese English (e.g. pronounce as /s/ instead of /θ/). The detailed instruction given to the speaker is attached in Appendix 3.4.

There are advantages to utilising this technique. Firstly, the vocal characteristics of the speaker were controlled by recruiting a single speaker. Secondly, the speech speed was also controlled by asking the speaker to finish the two speeches in an approximate length of time (Speech 1, 30 seconds; Speech 2, 33 seconds). It should be added that one of the common features of Japanese English is its slow speed. Vowel-insertions after consonants is the main reason for that.

Scale and adjective-pairs

I used a seven-point rating scale and asked the informants to rate six adjective-pairs on the scale. The six semantic pairs are as follows:

Number 1 with a Japanese accent/not with a Japanese accent

Number 2 not easy to understand/easy to understand

Number 3 likeable/not likeable

Number 4 this is like how I speak English/this is not like how I speak English

Number 5 this is how I would like to speak English/this is not how I would like to speak English

Number 6 this is what I can attain in the future/this is not what I can attain in the future

Numbers 1 - 4 are factors regarding the speaker. Numbers 5 - 6 are factors concerning the target model(s). Number 5 asks whether the informants think it is a preferred model or not; number 6, whether they think it is an attainable model or not.

“The ‘socially most desirable’ traits were positioned sometimes on the left and sometimes on the right in order to avoid any left-right bias amongst the informants” (McKenzie 2006: 109). In my research, the traits were also positioned in a similar manner in order to avoid bias (see Q3, Part 3 in Appendix 3.2).

Informant’s background information

Informants finally reach questions regarding the following: gender, first language, length of previous English learning, and length of experience of living abroad) (see Appendix 3.3 for Explanation for questionnaire).

3.3.2 Research Instrument: focus group

The main purpose is ‘to elicit perceptions, feelings, attitudes, and ideas of participants’ (Vaughn, Schumm, and Sinagub 1996: 5) about ELF-oriented ELT materials. I included focus groups in my study in order to: (1) provide the participants with an opportunity to clarify and support their previously-completed answers in the questionnaire; and (2) compensate for the lack of flexibility to accommodate unexpected issues, which is considered as one of the questionnaire's weak points.

I was allowed by the schools to conduct the focus-group sessions only after school: I was given access to students who are members of the English clubs during the time for extra-curricular activities. SHSs in the state sector in Japan normally have extracurricular activities. Students can belong to a club if they wish to, while teachers at the school generally have a certain degree of responsibility for those same activities.

Gymnastic, art and cultural clubs, and a wide range of other activities are available. Students engage in the activities in the morning and/or after school. Regarding the teachers, due to the limited time available for my data collection, mini groups or one-to-one interviews were the only available options. The details of the participants will be reported later, in Chapter 6. Overview of data collected.

In my research, the participants are, indeed, relatively homogeneous within the same-category groups. If it is a student group, for instance, it consists of 11th grade students at the same school. Added to that, different categories of group (i.e. students and teachers) participated, each of which consisted of relatively homogeneous individuals.

Procedure

A brief guide was prepared for focus groups in advance and all sessions were administrated by referring to the guide. The agenda is presented below:

Focus-group agenda

1. find out what they remember from their own experience as learners of English in school; probe them on what characters/nationalities featured in the dialogues
2. find out what are the nationalities they prefer in dialogues
3. find out what they know/think about the growth of English as an international language/lingua franca; probe them on their own uses of ELF
4. find out what are the contexts they prefer in dialogues
5. find out what they feel/think about ‘non-standard’ varieties of English in school coursebooks in Japan
6. find out what they feel/think about international intelligibility as a goal of English learning/teaching
7. find out what they feel/think about using different non-native varieties of English in audio materials.

The topics covered the contents of the questionnaire. Some questions were also predicted and prepared (see Appendix 3.5) by referring to the results of the focus-group piloting (3.3.3, following). I, of course, asked additional spontaneous questions according to the participants’ reactions during the meeting.

The length of the session depended on the size of the group. If it was a full group, which involves 8 to 10 people, it lasted for approximately an hour. A mini group (4 to 6 people), which was the case with the teacher group in my research, also took an hour. A smaller group than a mini group and individual interviews lasted for about 30 minutes each.

Greenbaum (1998) suggests approximately 90 to 120 minutes for a full group; and that a mini group is basically the same as a full group, despite its size. It is logical to assume that a longer time will create more opportunities to elicit the participants' ideas and insights. However, the researcher was offered only a limited amount of time (a maximum of 60 minutes for students; ranging from 30 to 60 minutes for teachers) by the schools and teachers.

All of the participants completed a questionnaire in advance of the sessions. I returned the questionnaire to those who had submitted it beforehand in order to re-activate their ideas. The sessions were recorded using two digital-recording devices and an audio-cassette recorder. I asked the participants' permission for the recording in advance. I also made it clear to every participant that strict anonymity and confidentiality would be guaranteed in the thesis. A consent form was signed by every participant at the beginning of the session (see Appendix 3.6).

3.3.3 Pilot Study

Focus group

A pilot study was conducted in the UK with a group of six Japanese teachers of English. All of them had taught English in Japan before their arrival in the UK. Three arrived in the UK about a month before the piloting. They were taking ESL courses in preparation for the start of their M.Sc course at university. The other three were enrolled on either PhD or M.Sc courses at the same university. They had been there for between one and six years by the time the piloting was conducted.

The participants first filled in a questionnaire and then participated in the focus group. The session took about an hour.

Questionnaire

The informants were 20 Japanese in their 20s or early 30s; and included both males and females. They were either four-year university graduates or two-year college graduates. They had all received at least 3 years of compulsory English education at JHS and studied English further at SHS.

The first draft of the questionnaire was revised after the focus-group piloting (see above). Firstly, the informants said that there were too many characters in Questionnaire Part 1 and it was difficult to choose one out of the five (see Appendix 3.7 for the first draft of the questionnaire). Thus, the number was reduced from five to three. Secondly, initially, I asked informants to rank the four speakers. However, they said that it would be easier to choose the one they most preferred because they did not have any preferences with regard to the other three speakers, so I changed from ranking all to choosing the most preferred. One of the other changes made was removing the pictures of the characters in Part 1 in order not to influence them by these images. Informants may prefer certain illustrations, facial expressions, hairstyles, and clothing for particular characters. I therefore decided to replace the illustrations of characters as they were initially taken from coursebooks, with computer illustrations that used the same facial structures, hair, and clothing (see Appendix 3.2 for the questionnaire).

After several modifications, the questionnaire was sent to the informants and returned to the researcher via e-mail. After the second piloting, the questionnaire was further modified, reflecting the informants' comments and based on my analysis of the results. One new question (Q2 in Questionnaire Part 2) was added to the questionnaire later after the first data collection at SHS in Shizuoka.

3.4 Overview of the data collected

717 students and 28 teachers were involved in the questionnaire survey. A total of 262 students at three JHSs took part in the survey: 129 students (4 classes) from JHS A, 60 students (2 classes) from JHS B, and 73 (2 classes) from JHS C. They were all 7th grade students. Four hundred and fifty-five 11th-grade students from three SHSs took

part, too: 220 students (6 classes) from SHS A, 79 students (2 classes) from SHS B and 156 students (4 classes) from SHS C (see Table 3.12 for a summary of the student participants).

Table 3.12: Summary of student participants

School	Prefecture	Number of Informants/Participants		Academic Year of Informants /Participants (Students)	Length of Meeting
		Questionnaire	Focus-group		
Junior-High Schools (JHSs)					
JHS A	Kanagawa	129 (4 classes)	0	7 th grade	-
JHS B	Shizuoka	60 (2 classes)	0	7 th grade	-
JHS C	Tokyo	73 (2 classes)	0	7 th grade	-
JHS Total		262	0	7 th grade	-
Senior-High Schools (SHSs)					
SHS A	Kanagawa	220 (6 classes)	0	11 th grade	-
SHS B	Shizuoka	79 (2 classes)	9 *79 (the same individuals as the questionnaire informants for a class interview **In addition, 15 10 th grade students for a group interview	11 th grade	47 minutes 22 seconds *Class interview 1: 19 minutes 18 seconds; Class interview 2: 20 minutes 53 second **26 minutes 53 seconds for the group interview (left)
SHS C	Niigata	156 (4 classes)	7	11 th grade	1 hour 2 minutes 3 seconds
SHS Total		455	16 (Class interviews: 79) (Group interview: 15)	11 th grade (11 th grade) (10 th grade)	-
Grand Total		717	16	-	-

JHS: Junior-High School, SHS: Senior-High School

Among the six schools selected, three are JHSs and three SHSs. My initial intention was to choose a pair of JHS and SHS from the same region. I wanted to choose a pair of schools because I knew there could be regional differences with regard to the frequency of encountering people from foreign countries and the exposure to foreign languages being used in the informant's daily life (in particular, the use of English in this study). I thought it would be advantageous to choose a pair of schools from one region and then compare the results with those taken from another pair in a different region. JHS A and SHS A are located in a same city in Kanagawa Prefecture. Similarly, JHS B and SHS B are located in neighbouring cities in Shizuoka Prefecture. JHS C and SHS C, however, were actually chosen from two different prefectures. This was because only a limited number of schools showed an interest in participating in the current research. They are all coeducational schools.

Junior-high-school A and Senior-high-school A in Kanagawa Prefecture

JHS A and SHS A are located in Sagami-hara city, which is a residential area of the Prefecture and is one of the government-designated cities. The residents have easy access to Tokyo, and many of the citizens commute to the central part of Tokyo by train, which takes less than an hour (see Appendix 3.8 for the map). It is sometimes referred to as a '*bed town*' (dormitory town). The population and population density¹ of the city is summarised in Table 3.13 Population and Population Density. The city has 613,926 citizens and 7,187 foreign residents (1.2 % of the total citizens; for more details, see Table 3.14 Foreigners by Nationality). As mentioned above, an informant's answers might relate to his/her exposure – on a local level – to foreign people and languages. So, it might be relevant to now include the number of foreign residents in each city.

Junior-high-school B and Senior-high-school B in Shizuoka Prefecture

JHS B and SHS B are located in neighbouring cities (Fujinomiya city and Fuji city) in the Prefecture. It takes about two and a half hours by train from Tokyo to reach either city. Despite the size of the population, the two cities share similar rates of foreign residents (see Table 3.13 Population and Population Density and Table 3.14 Foreigners by Nationality).

Junior-high-school C in Tokyo Metropolitan

JHS C is in Shinjuku ward in Tokyo. The ward is located in the heart of the Tokyo Metropolitan area. Its population density and rate of foreign residents (5.4%) is the highest among all the cities (i.e. research sites) involved in this study. In addition to the foreign residents, every year, many foreign tourists come and visit places in the ward.

Senior-high-school C in Niigata Prefecture

SHS C is in Shibata city in Niigata, which has the smallest population and lowest population density among all of the research sites. The number of foreign residents (0.3% of the total citizens) is also the lowest. It takes approximately 3 hours by train to go to Tokyo from the city.

Table 3.13: Population and Population Density

Area	Population (a)	Population density (per/km ²)	Foreign residents (b) ((a) / (b))
Sagamihara city	613,926	9,193.3	7,187 (1.2 %)
Fujinomiya city	121,779	386.8	1,272 (1.0 %)
Fuji city	236,474	1,104.5	3,556 (1.5 %)
Shinjuku ward	305,716	16,769.9	16,457 (5.4 %)

Table 3.14: Foreigners by Nationality

Area	Total	Korea	China	Philippines	Thailand	Indonesia	Vietnam	U.K.	U.S.A.	Brazil	Peru	Others
Sagamihara city	7,187	1,459	1,663	838	194	62	117	47	292	330	229	1,956
Fujinomiya city	1,272	73	274	113	12	12	24	3	16	489	165	91
Fuji city	3,556	500	512	424	27	23	31	6	25	1,354	337	317
Shinjuku ward	16,457	6,492	4,121	291	252	52	39	171	345	86	6	4,602
Shibata city	352	57	110	47	18	2	-	4	15	11	-	88

The state senior-high schools in Japan differ in terms of their academic level. Thus, JHS students sit an examination in order to enter a state SHS. All the SHSs in this study are the best or (comparatively) high-level schools in their own districts. The percentage of students pursuing higher education is high in all three schools (e.g. 77% in SHS A, 85% in SHS C).

Among the 28 teacher informants, 17 were English teachers in the six schools in the current study. The rest of the 11 informants were English teachers who were members of an association for English teaching. Among all of the teachers, fifteen were JHS teachers and the other 13 were SHS teachers. The JHS teachers were 5 males and 8 females. The SHS teachers were 10 males and 5 females (see Table 3.15 for a summary of the teacher participants).

Table 3.15: Summary of teacher participants

School	Prefecture	Questionnaire	Focus-group/Interview	
		Number of Informants	Number of Participants/Interviewees	Length of Meeting/Interview
Junior-High Schools (JHSs)				
JHS A	Kanagawa	1	0	-
JHS B	Shizuoka	2 (+1*) * One teacher filled in the initial version of the questionnaire.	2; 1 (individual interview)	30 minutes * The individual interview (left) also took 30 minutes.
JHS C	Tokyo	4	1	37 minutes 51 seconds
Others	Tokyo-area (Members of Association of ELT)	8	0	-
JHS Total	-	15 (+ 1)	9	-
Senior-High Schools (SHSs)				
SHS A	Kanagawa	4 (+2**) ** Two teachers answered only Part 3.	1	30 minutes 38 seconds
SHS B	Shizuoka	2	-	-
SHS C	Niigata	4	4	50 minutes 10 seconds
Others	Tokyo-area (Members of Association of ELT)	3	0	-
SHS Total	-	13 (+ 2)	0	-
Grand Total	-	28 (+ 3)	9	-

JHS: Junior-High School, SHS: Senior-High School

Procedure

Questionnaires

The questionnaires were given in Japanese. I selected Japanese because I assumed that it would be the language with which the informants of my study would feel most comfortable. Some questions were also predicted and prepared by referring to the results of the focus-group piloting.

The students filled in a questionnaire in their English class. The questionnaires and a tape or CD (for answering Part 3) were sent to the teachers of these classes. The teachers handed out the questionnaires to the students. Only in the case of SHS B did the researcher conduct the questionnaire research by herself. It took about 20 minutes for the SHS students to complete it. Although the questionnaire form for the JHS students was shorter than that for the SHS students, the researcher was told that it took longer for the JHS students to complete.

After filling in the questionnaire, the students submitted it to their teachers. The completed questionnaires were either picked up by the researcher or returned to the researcher by post.

The questionnaires were handed out to the teacher informants with the help of a teacher in each school. The informants completed the questionnaire in their free time and returned it to the same teacher in charge. The researcher then collected the completed forms from the teacher(s). Nine teachers, who also took part in a focus group or an interview, completed the questionnaire in advance of the meeting. Out of the nine teachers, three filled out the questionnaire at the beginning of the session or the interview.

Regarding the 11 informants who were members of the professional association, the researcher handed out the questionnaire form (except for Questionnaire Part 3) to them during a meeting of the association. The majority of the informants filled it in and submitted it on the spot. Some posted the completed questionnaires to the researcher later. Part 3 of the questionnaire with audio recordings was sent to the 11

informants via e-mail. They then returned the questionnaire via e-mail, too.

Focus groups and class interviews

The focus-group sessions and class interviews were conducted in Japanese. I selected the language because it was the one language that all the participants shared in common. Sixteen students from two SHS schools took part in this part of the research. Nine teachers participated as well. The 16 participants all belonged to the English clubs in the schools. A group of 11th grade students (9 students) from SHS B participated in a focus-group session. Among the 9 students, four were male and five were female. In addition, two classes of 11th grade students (the same 79 individuals as the questionnaire informants above) participated in a 30-minutes-interview as a class after the completion of the questionnaire. A group of 10th grade students (15 students) also participated in a group interview for approximately 30 minutes. A group of 11th grade students (7 students) from SHS C took part in a focus group which lasted an hour. The participants were 6 female students and 1 male student.

Six teachers (2 JHS teachers and 4 SHS teachers) participated in a focus group. Three of the teachers (2 JHS teachers and 1 SHS teacher) were interviewed individually. There were five male and four female teachers. The two male teachers of JHS B participated in a focus-group session, which was about 30 minutes in length. A female teacher of JHS B and a male teacher of JHS C sat for an individual interview which lasted approximately 30 minutes. Four teachers from SHS C participated in a focus group that lasted about an hour. There were 2 female and 2 male teachers. One female teacher of SHS A was interviewed for about 30 minutes.

Procedure

Students' focus groups and class interviews

All of the sessions were conducted after school in the school buildings. Regarding SHS B, the members of the English club had a focus-group session (and a group interview) in the room that they normally use for their club activities. A focus group with SHS C students was held in a room booked for that purpose. The meetings were

all recorded with the participants' consent.

Teachers' focus groups and interviews

All of the focus groups and interviews were conducted in the schools where they worked. They were held after school. The rooms and space used for the meetings were all quiet and undisturbed, which made all of the recordings possible.

I first explained the purpose of the meeting and provided brief instructions about focus groups. The participants then filled in a consent form before the session started. As we have seen, each session took about an hour for the students' full groups and the teachers' mini group. It took about 30 minutes for the other teacher's session and interviews (see Tables 3.12 and 3.15).

Overall, I was able to achieve my original intentions regarding the data collection. The participants, the teachers in particular, were cooperative during the focus-group meetings. The students in general were cooperative, too, although there were some students who spoke more than others did. The whole process of data collection took about four months.

Chapter 4

Analysis of English language coursebooks and audiovisual materials used in Japan

The main purpose of this analysis is to examine the degree of ELF-orientation (see Chapter 3 Methodology, 3.1 and 3.2.2 for the definition of ELF-orientation) in the coursebooks and audio materials. Before reporting the degree of ELF-orientation in each book, I shall present an overview of the results. Firstly, I shall report the results of teaching materials in the state sector; secondly, the results of those in the private sector. For both sectors, the results of coursebook analysis will be presented first, and then the results for audio materials (CDs).

4.1 State sector English language teaching materials

I analysed six EFL coursebooks that are approved for the 7th grade (JHS) and ten of the most commonly used coursebooks for the 11th grade (SHS). The six JHS coursebooks are *Columbus* (Togo *et al.* 2006), *New Crown* (Takahashi *et al.* 2006), *New Horizon* (Kasajima, Asano, Shimomura, Makino, and Ikeda 2006), *One World* (Matsumoto, Ito, and Takahashi 2006), *Sunshine* (Sano, Yamaoka, Matsumoto, and Sato 2006), and *Total English* (Horiguchi *et al.* 2006). The ten SHS coursebooks are *Crown* (Shimozaki *et al.*, 2004), *Vista* (Ikeda *et al.* 2004), *Pro-vision* (Haraguchi *et al.* 2004), *Unicorn* (Ichikawa *et al.* 2004), *Exceed* (Morizumi *et al.* 2004), *Vivid* (Minamimura *et al.* 2004), *Power On* (Jinbo *et al.* 2004), *All Aboard* (Kumura *et al.* 2004), *World Trek* (Asaha *et al.* 2004) and *Polestar* (Hashiuchi *et al.* 2004).

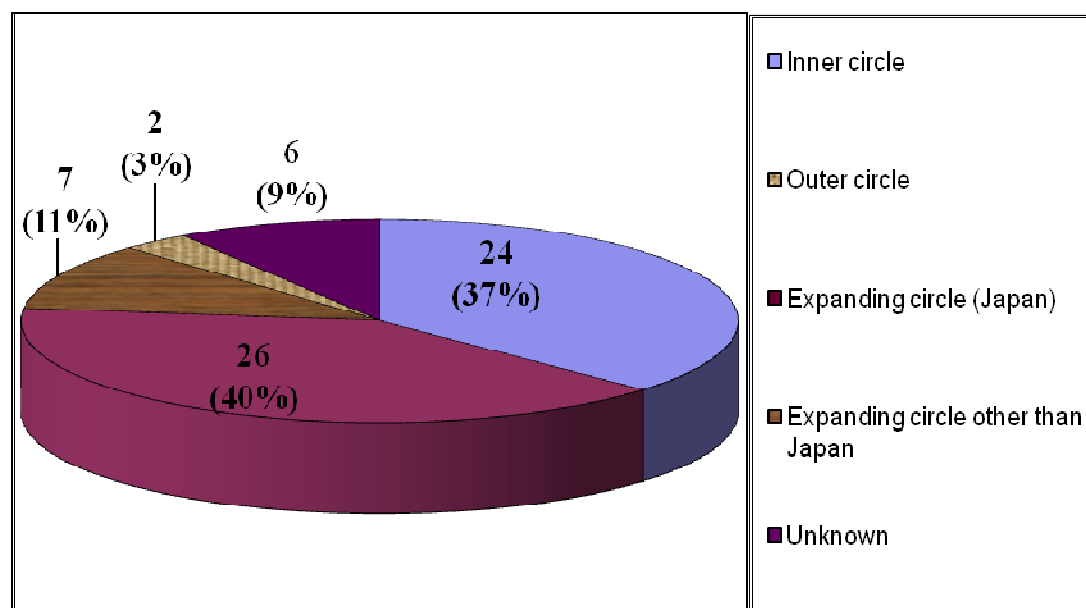
4.1.1 Coursebook representation

I analysed both the English users and English uses that are represented in these coursebooks. In the analysis that follows, I will first present results for JHS coursebooks and then those for SHS coursebooks.

4.1.1.1 Linguistic origins for coursebook characters

Figure 4.1 shows the main linguistic origins for coursebook characters. The characters are here divided into five different categories: IC characters, OC characters, Japanese EC characters, non-Japanese EC characters and characters of unknown origin.

Figure 4.1: Nationality of main characters based on the three linguistic circles: the Inner Circle, Outer Circle and Expanding Circle (junior-high-school coursebooks)



The majority of the total 64 main characters found in the six coursebooks came either from Japan (26) or from particular IC countries (24): the US (12), Canada (6), New Zealand (3), Australia (2), and one unknown country. All the coursebook have characters from two IC countries and four have characters from three IC countries.

There were only two OC characters found in the six coursebooks. One came from India and the other from Singapore - both Asian countries. There were a total of 6 characters who came from EC countries other than Japan: 4 from Brazil; 1 from China; and 1 from Vietnam. There were none from EC countries in Europe (e.g. Spain). The number of Japanese characters (26) (32 EC characters in total) exceeded that of IC characters (24). Characters from all three linguistic circles were to be found in only two of the coursebooks (*New Crown* and *Sunshine*). Details concerning the countries of origin (JHS coursebooks) are summarised in Appendix 4.1.

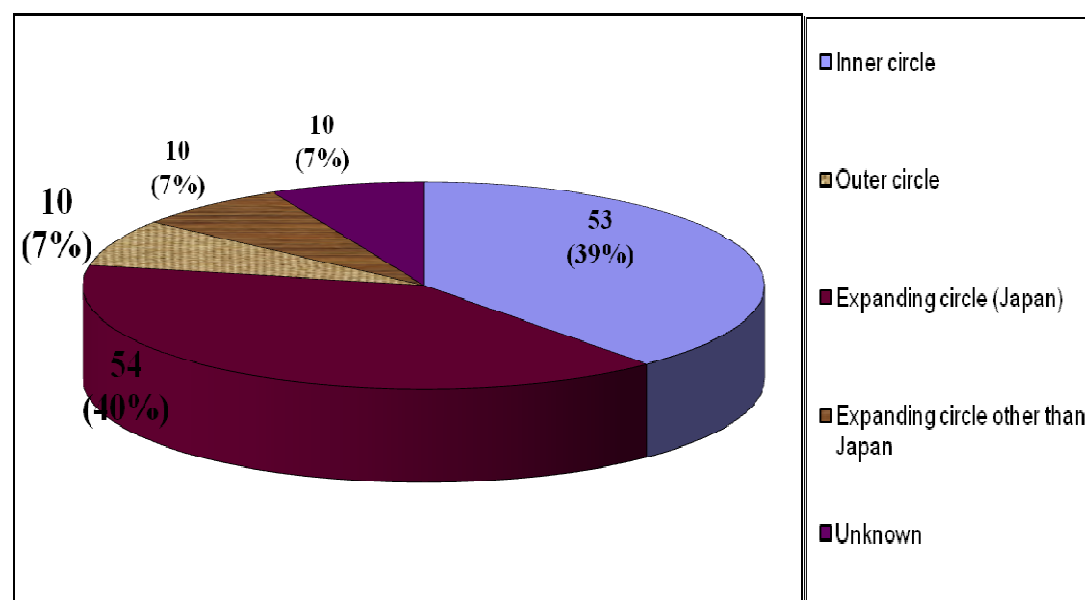
I shall now turn to the results for SHS books. The majority of the total 137 main characters in the ten coursebooks were from Japan (54) or from IC countries (53), including the US (6), the UK (6), Australia (1) and Canada (1), New Zealand (1), and unspecified IC countries (38). Five coursebooks represented characters from more than two different IC countries (see Appendix 4.2 for details).

Ten OC characters were found in the ten coursebooks, but they were not evenly distributed and the majority (eight of them) were found in a single book. Two characters were found coming from OC countries: one was from India and the other from South Africa. Eight were found in *All Aboard*. Out of the eight, one was from Ghana, and the seven others were from Singapore – these were featured in a lesson entitled “Singaporean Teen Talk.”

There were a total of 10 characters from EC countries other than Japan: 4 from China, 2 from Brazil, and one each from Cambodia, Korea, France and Russia. The number of Japanese characters (54) (64 EC characters in total) exceeded that of IC characters (53).

As with the six JHS coursebooks (see above), the majority of non-Japanese EC characters were either from Latin America (Brazil) or from Asia (China, Cambodia, and Korea). Two other characters came from Russia and France. Three of these nationalities (Cambodia, Russia and France) were not found in the JHS coursebooks.

Figure 4.2: Nationality of main characters based on the three linguistic circles: Inner Circle, Outer Circle and Expanding Circle (senior-high-school coursebooks)



To summarise, the majority of the main characters in both JHS and SHS coursebooks were from Japan or from IC countries. The SHS books represented characters with a

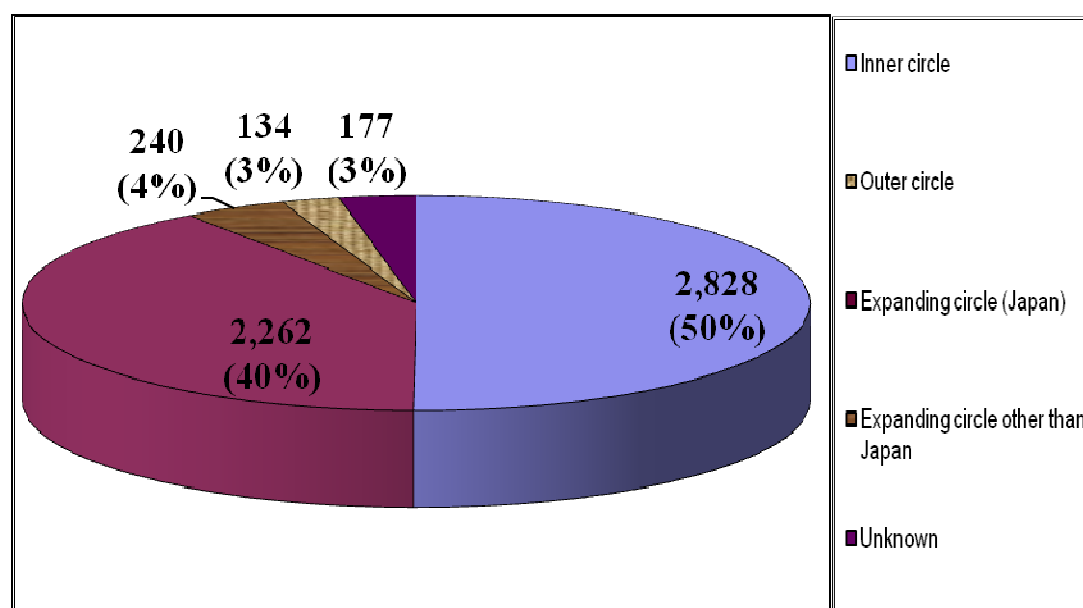
wider range of nationalities than the JHS books. In both groups of coursebooks, the majority of non-Japanese EC characters were either from Brazil, or from Asian countries.

4.1.1.2 Number of words uttered by each character

I then counted the number of token words uttered by each character. Appendix 4.1 and 4.2 show the number of words that were uttered by characters in dialogues. Despite the fact that the number of Japanese characters (26) exceeded that of IC characters (24), IC characters produced more words (2,828 words) than Japanese characters (2,262) in the JHS coursebooks. Non-Japanese EC characters uttered 240 words (4%) and OC characters uttered only 134 words (3%) (see Figure 4.3, below).

The number of words uttered by IC characters exceeded that of words uttered by EC characters (including Japanese characters) in three different JHS coursebooks: *New Horizon* (IC 585; EC 232), *One World* (IC 657; EC 281), and *Total English* (IC 396; EC 352). By contrast, the number of words uttered by Japanese characters (659 words) in *Sunshine* was remarkable when compared with the number uttered by IC characters (390 words). In addition, EC characters spoke more than IC characters did in both *Columbus* (EC 516; IC 439) and *New Crown* (EC 462; IC 361). All of these figures are summarised in Appendix 4.1.

Figure 4.3: Number of words uttered by the main characters (junior-high-school coursebooks)



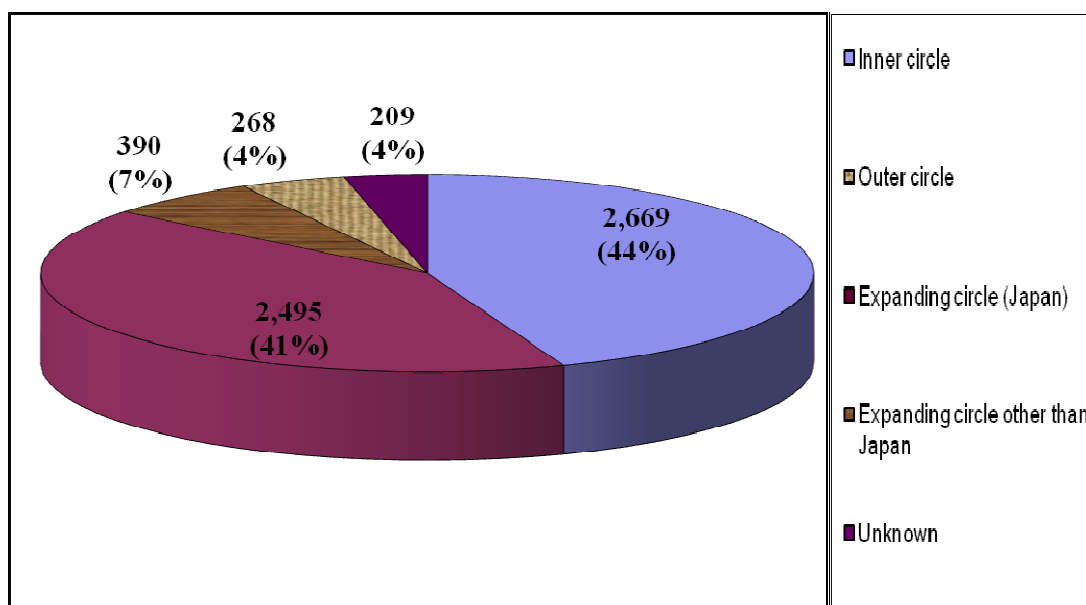
The results for SHS coursebooks were very similar to those of the JHS coursebooks (see above). Though the number of Japanese characters (54) exceeded that of IC characters (53), IC characters produced somewhat more words (2,669 words) than Japanese characters (2,495). Non-Japanese EC characters uttered 390 words (7%) and OC characters uttered 268 words (4%) (Figure 4.4, following).

The similarities between the JHS and SHS coursebooks were as follows. First, whilst the number of Japanese characters exceeded that of IC characters, IC characters produced somewhat more words than characters from Japan. Second, characters from EC countries other than Japan and characters those from the OC countries figured around 10 percent (or less) in both the SHS and JHS coursebooks.

Regarding individual coursebooks: it seems the number of words uttered by IC characters exceeded that of words uttered by EC characters (including Japanese characters) in three SHS coursebooks: *Unicorn* (IC 505; EC 194), *Vista* (IC 314; EC 283), and *Pro-vision* (IC 533; EC 503). In *Unicorn*, the number of words produced by IC characters accounted for approximately 72 percent of the total token words in the book. On the other hand, the number of words produced by IC characters accounted for about 17 percent of the total token words that were uttered by characters in *Exceed*. This was remarkably low when compared with the other coursebooks (IC 111; EC

459). These numbers of words uttered by characters in the SHS coursebooks are summarised in Appendix 4.2.

Figure 4.4: Number of words uttered by the main characters (senior-high-school coursebooks)



Although the number of Japanese characters exceeded the number of IC characters, IC characters uttered more words than Japanese characters in both the JHS and SHS coursebooks. Non-Japanese EC characters and OC characters figured approximately 10 percent in both groups of the coursebooks.

4.1.1.3 Location of dialogues

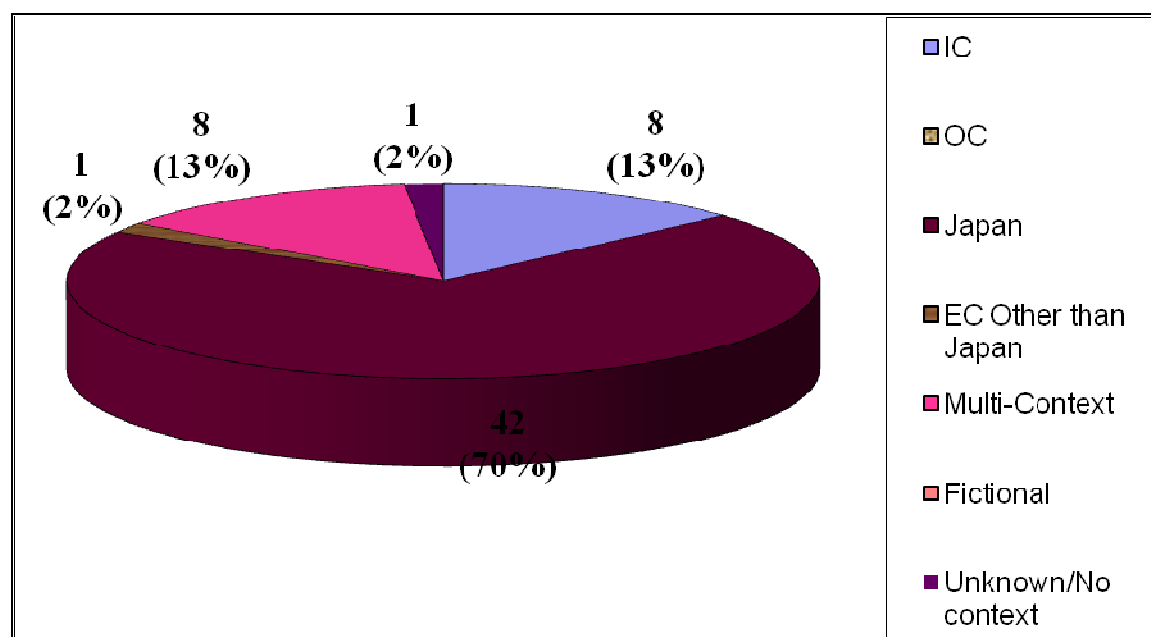
I categorised the location of dialogues into the following seven groups. I also counted the frequency of each of the featured locations:

- (1) learner's home country (i.e. Japan)
- (2) inner-circle countries
- (3) outer-circle countries
- (4) expanding-circle countries other than learner's home country
- (5) multiple contexts (international phone calls and letters that involve more than one of the above four contexts)
- (6) fictional contexts (e.g. in a time machine)
- (7) unknown or no context.

Figure 4.5 (below) shows the number of lessons that included some reference to the location where the dialogues took place. Japan (42) was featured more frequently than

IC countries (8) in all six JHS coursebooks. No OC country was to be found in any of the coursebooks. Only one EC country (Brazil) was present. The names of those countries where the dialogues took place and details concerning the communication media used in multi-context (e.g. international phone calls) are summarised in Appendix 4.3.

Figure 4.5: Location of dialogues (junior-high-school coursebooks)



IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

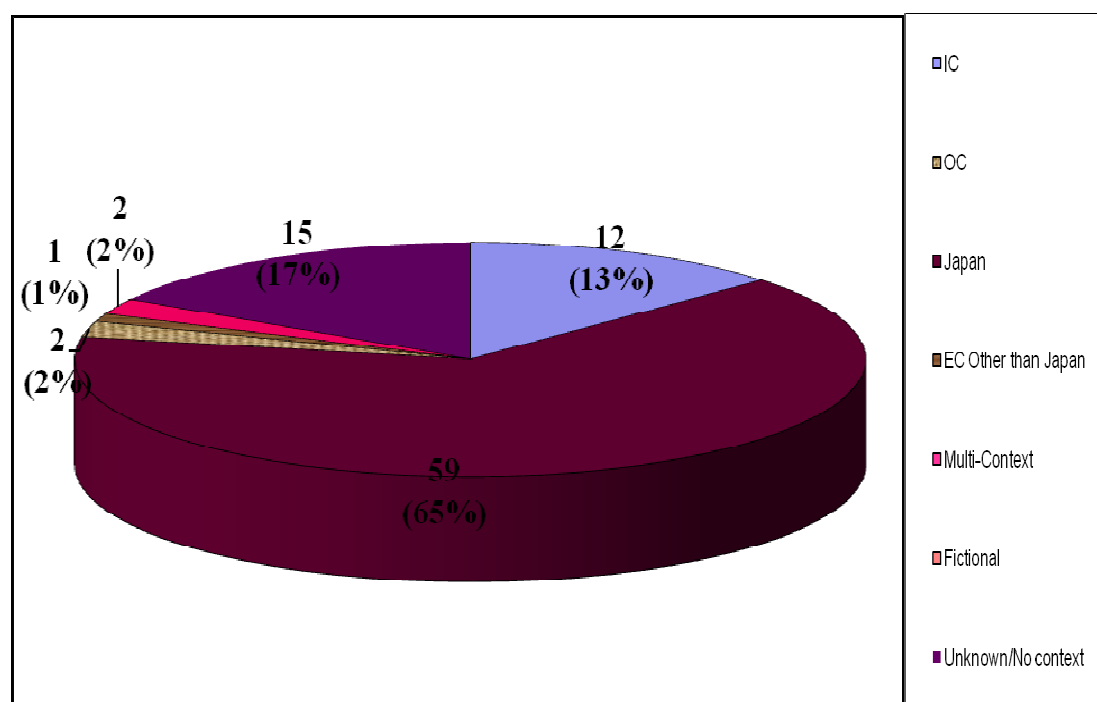
Two English uses in IC countries were discovered in *New Horizon*. These dialogues took place in Canada, where the main characters (who were residents of Japan) used English in order to communicate with one another and with the people they met during their stay. In *Sunshine*, two English uses were found in the US. These took place between the main character from Japan and several characters living in the US. Three English uses in the U.S. were also found in *One World*. These took place between and among characters who were residents of the US.

Of the eight English uses that occurred in multi-context, seven involved Japan and an IC country (the US (3), Canada (2), the UK, or New Zealand). One involved Japan and an EC country: Brazil. These uses in multi-context were found to occur in chats on the internet (4), through international letters (2), during international phone calls (2) and via e-mail (1)¹.

English uses in multi-context in *Columbus* were discovered in chats on the internet between Japan and the US, chats on the internet between Japan and Brazil, and an international phone call between Japan and the US. In *New Horizon*, two English uses were discovered in chats taking place on the internet between Japan and Canada. In *New Crown*, one use of English was found in a letter from the UK to Japan. In *One World*, one English use took place in an e-mail exchange between Japan and the US. In *Total English*, one English use was found in a letter and another in an international telephone call between Japan and New Zealand.

Similar to those examples found in JHS coursebooks, SHS coursebooks most frequently depicted English uses in Japan (59, 65%) (compare the uses with those in IC countries, 12, 13%) (see Figure 4.6). There were several more ‘unknown’ dialogue locations in the SHS coursebooks than in the JHS coursebooks (unknown location: 17% (SHS), 2% (JHS)). Unlike representations in the JHS coursebooks, some dialogues in SHS books didn’t include pictures of characters or scenes – only the names of the characters were given at the beginning of each dialogue. Unlike the JHS coursebooks, the SHS coursebooks show two uses in OC countries (India and Singapore). There was one use in an EC country (Russia). Appendix 4.3 summarises these specifics.

Figure 4.6: Location of dialogues (Senior-high-school coursebooks)



IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

4.1.1.4 Instances of communication

English uses were analysed according to nine types of communication (see Chart 4.1, below). For each English use, there was an investigation into whether it was same-country use or mixed-country use. Each one was then sub-categorised into nine context types. Occurrences of these nine types of communication were counted and are summarised in Appendices 4.4 – 4.7. I will first report the results for JHS coursebooks and then those for SHS coursebooks.

Chart 4.1: Types of communication

Same-country Uses	(1) between speakers from the same inner-country (2) between speakers from the same outer-circle country (3) between speakers from the same expanding-circle country
Mixed-country Uses	(4) between native speakers <i>Between native speakers and non-native speakers</i> (5) between native speakers and non-native speakers from the learner's home country, Japan (6) among native speakers, non-native speakers from the learner's home country, (Japan) and from somewhere other than Japan (7) between native speakers and non-native speakers from other than the learner's home country, Japan <i>Between non-native speakers</i> (8) between non-native speakers from the learner's home country, Japan, and from somewhere other than Japan (9) between non-native speakers from somewhere other than the learner's home country, Japan

Mixed-country use: three instances of mixed-country use

Whereas only eight same-country uses were found, all together a total of 64 mixed-country uses were found in the six JHS coursebooks. Mixed-country uses were further categorized into three instances: mixed-country use between NSs, between NS and NNS, and between NNSs. Details concerning same-country uses and mixed country uses are summarised in Appendices 4.4 and 4.5.

Mixed-country use between NS and NNS

Of all the mixed-country uses the majority were between NS and NNS (50): more than six occurrences of this type of use were represented in each coursebook. More specifically, most of the uses (47) were between Japanese and IC characters. The uses

between NS and NNS took place mainly between Japanese students and their foreign friends or teachers from IC countries (e.g. the US, Australia, New Zealand and Canada). Details concerning the mixed-country uses between NSs and NNSs are summarised in Appendix 4.6.

Mixed-country uses between NSs with no NNS, and mixed-country uses between NNSs with no NS

There were five mixed-country uses that were between NSs.

There were nine mixed-country uses between NNSs (see Appendix 4.7). Out of the nine uses, four were between Japanese and OC characters: three took place between Japanese and Indian characters in *New Crown*, and one between Japanese and Singaporean characters in *SS*. The remaining five were between Japanese and non-Japanese EC characters: two between Japanese and Brazilian in *Columbus*; two between Japanese and Vietnamese in *One World*; and one between Japanese and Chinese in *New Crown*.

I shall now move on to the results for SHS books. While six lessons included the same-country use of English (see Appendix 4.4 for details), a total of 89 mixed-country uses were found in the ten SHS coursebooks. Of all the mixed-country uses the majority were between NS and NNS (67). There were three mixed-country uses between an NS and a non-Japanese NNS character. These uses were: between an IC character (from the UK) and a Chinese character; between an IC character (from an unknown IC country) and a Chinese character; and between an IC character (from the UK) and an OC character (from Singapore). Details of the mixed-country uses between NSs and NNSs are summarised in Appendix 4.6.

Mixed-country uses between NSs with no NNS, and Mixed-country uses between NNSs with no NS

No mixed-country uses between NSs were found in the SHS coursebooks, although there were five represented in the JHS coursebooks.

There were 16 mixed-country uses between NNSs with no NSs (see Appendix 4.7). The uses were between a Japanese character and an OC character (Singaporean (2),

Indian (1), Ghanaian (1), South African (1)); and between a Japanese character and an EC character (Brazilian (3), Chinese (4), Russian (1), Korean (1), French (1) and Cambodian (1)).

4.1.2 Contents of texts and topics

I also examined whether or not coursebooks included ELF-oriented texts. I searched for any sentences that contained information on the following categories (1.1 - 1.5).

List of coursebook ELF traits

1.1 Current/future situation of English

- 1.1.1 Number of speakers
- 1.1.2 Contexts of uses
- 1.1.3 Domains of uses
- 1.1.4 English as an international language
- 1.1.5 Sociolinguistic complexity of the English language

1.2 English varieties

- 1.2.1 Existence of different varieties
- 1.2.2 Names of varieties
- 1.2.3 Characteristics/forms of varieties
- 1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English

1.3 Linguistic imperialism and critical awareness

- 1.3.1 English domination
- 1.3.2 (In)equality in communication
- 1.3.3 Ownership of English

1.4 ELF contexts and uses

- 1.4.1 Departure from EFL
- 1.4.2 Same-country English uses within a nation with many languages
- 1.4.3 Mixed-country uses between NNSs

1.5 New model(s)

- 1.5.1 Departure from an EFL model
- 1.5.2 Pluralization of standards
- 1.5.3 International intelligibility as a goal
- 1.5.4 Concerns/attitudes related to new models
- 1.5.5 Learner's choice

1.6 Multicultural

ELF-issues 1.1-1.5 (Contents of sentences)

I counted the number of lessons which included ELF issues (as reflected in list 1.1-1.5, above). I also counted the number of different ELF issues that appeared within individual lessons.

I did not include a linguistic analysis of the varieties of English presented in the coursebooks. This is because I had not assumed that there would be non-standard varieties of English (written) featured in the coursebooks. In other words, I assumed that I would find main texts written in standard English throughout the books, especially in those used in the state sector. My assumption was based on my own experience as a user of approved coursebooks and as a researcher who had previously analysed some approved coursebooks used in the context (cf. Takahashi 2004).

Out of the 6 JHS coursebooks, two coursebooks (*Sunshine* and *New Horizon*) included a lesson that addressed some ELF issues. These lessons were: ‘Guest from Singapore’ (*Sunshine*) and ‘The Greens – What is it like in Toronto?’ (*New Horizon*). In the former lesson, a guest speaker from Singapore who is a college student in Japan introduces himself in English and talks about languages he speaks (Chinese and English) and so on. He answers questions from students including a question regarding use of English at home. In the latter, an English teacher (Ms. Ann Green) talks about her family in Canada. Her brother-in-law Koji is Japanese and he has a Chinese friend Bin. Ann tells her students that they speak English because neither of them speak each other’s mother tongue.

Along with the main text that appeared in these lessons, the front covers of *Sunshine*, *One World* and *Total English* also displayed some ELF issues. Some of what appeared on these covers included: various quizzes about languages in the world and a graph of the language population (including numbers of L1 and L2 English speakers) (*Sunshine*); a statement about role of English as an international lingua franca (*One World*); and a world map that indicated the areas where English is spoken as a mother tongue and as a lingua franca (*Total English*).

Four of the 10 SHS coursebooks (*Crown English*, *Unicorn*, *Vista* and *Polestar*) had a lesson that contained some of the above issues. The titles of the lessons were: ‘Singlish Bad; English Good’ (*Crown English*), ‘English as a World Language’ (*Unicorn*), ‘India’ (*Vista*) and ‘One Language or Many?’ (*Polestar*). The first one is about the variety of English spoken in Singapore; the second is about the history of English language, English words borrowed and used in other languages, and English varieties spoken in the world; and the third provides basic information about India,

including the school system and languages spoken within the country; the fourth discusses the need for a common language in global communication. All the sentences which included these ELF-issues are summarised in the Table ‘Contents analysis for coursebook ELF traits 1.1 – 1.5’ in Appendix 4.8).

Multi-cultural topics (topics)

Kachru (1997) claims that teachers can help students broaden their cultural perspectives by helping them to recognise multiple identities of English. ELF is owned by someone else, and “ELF becomes the property of all, and it will be flexible enough to reflect the cultural norms of those who use it” (Kirkpatrick 2006: 79). It is suggested by Matsuda (2006: 9) that “coursebooks and other teaching materials for teaching EIL...must have a broader representation in terms of both language and culture”. Therefore, multi-cultural topics are considered more suitable for teaching ELF/EIL. In addition to this, a target model and a target culture are presented in ELT materials (including coursebooks). Thus, I regard multi-cultural topics as one feature of materials that are more ELF-oriented.

The term ‘multicultural topic’ in this thesis means that, if two countries are considered the main topics in a single lesson, then the lesson is regarded as both multi-country and multi-cultural. All of the topics under 1.6, multi-cultural topics, were categorised into two main groups: ‘nation-specific’ and ‘non-nation-specific’. First, I examined whether the main topic in each lesson was nation-specific or nation-nonspecific. If it was ‘nation-specific’, I then checked which country the lesson specified.

I used ‘nation-specific’ in this study when either the contents of a chapter referred to a specific country (not as a context but as a main topic) (e.g. ‘India’ in *Vista*), or when the contents of a lesson was necessarily associated with the culture or history of a specific country (e.g. ‘A Model of the Atomic Bomb Dome’ in *Exceed*). Otherwise, I used ‘non-nation-specific’ (Kiryu *et al.* 1999: 21). If two countries were equally weighted as main topics in a single lesson, I then decided to categorise it as multi-country (e.g. ‘Emails between Japan and Korea’ in *Exceed*). If the country is presented as mere background to a more personal story (as in a biography or novel), then the lesson was neither categorised as nation-specific nor as multi-country.

The following figures (4.7 and 4.8) illustrate the number of main topics that were nation-specific versus those that were non-nation specific in the 6 JHS and 10 SHS coursebooks. Both the JHS and the SHS coursebooks displayed fairly similar proportions of nation-specific and nation-nonspecific topics (JHS: nation-specific 33.3%, nation-nonspecific 66.7%; SHS: nation-specific 24.0%, nation-nonspecific 76.0%).

Figure 4.7: Main topics - Nation-specific vs. Non-nation specific (Junior-high-school coursebooks)

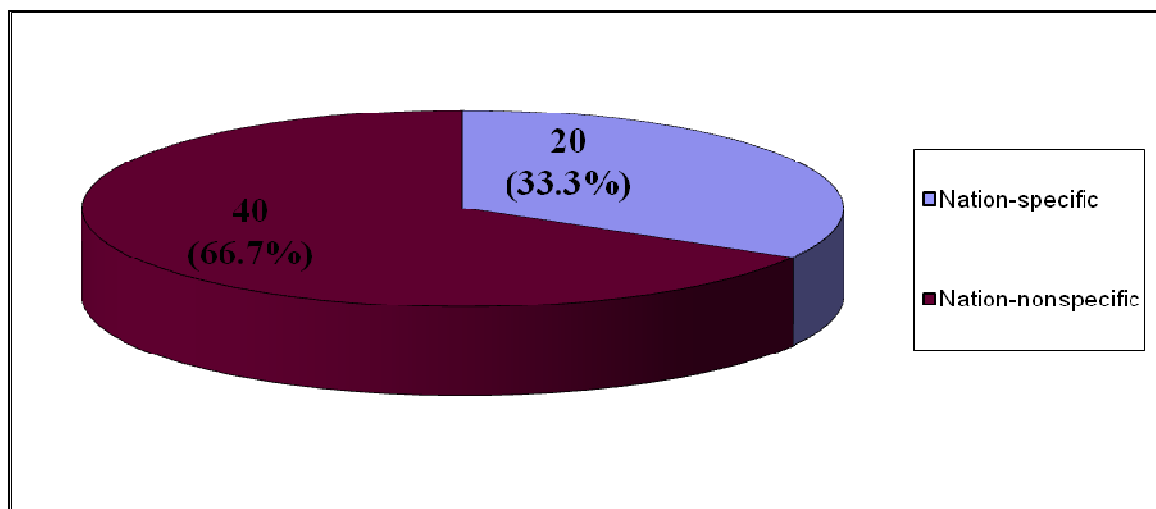
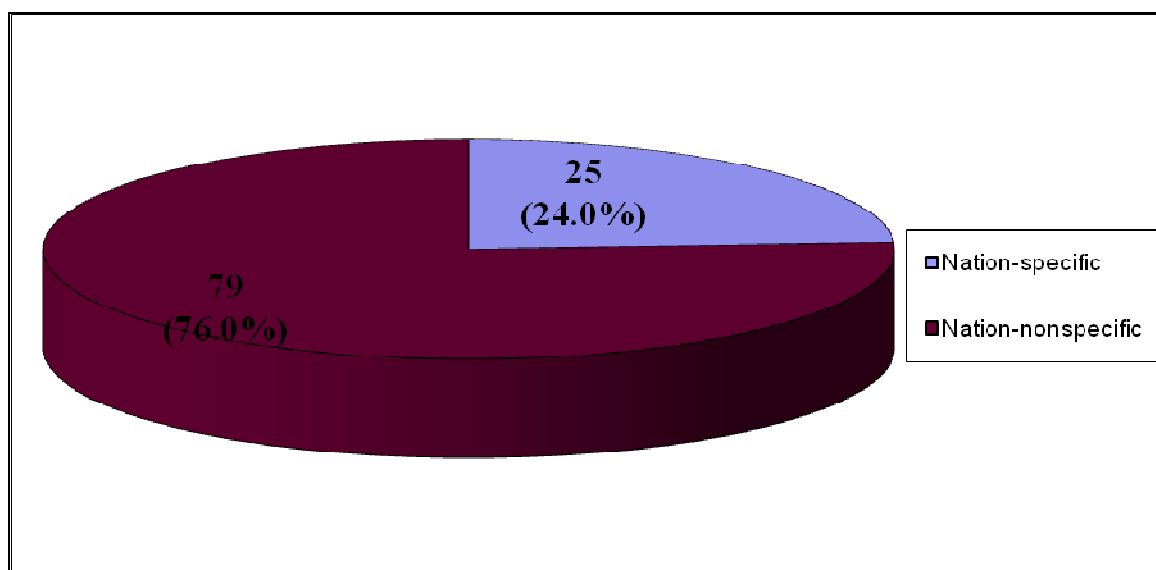
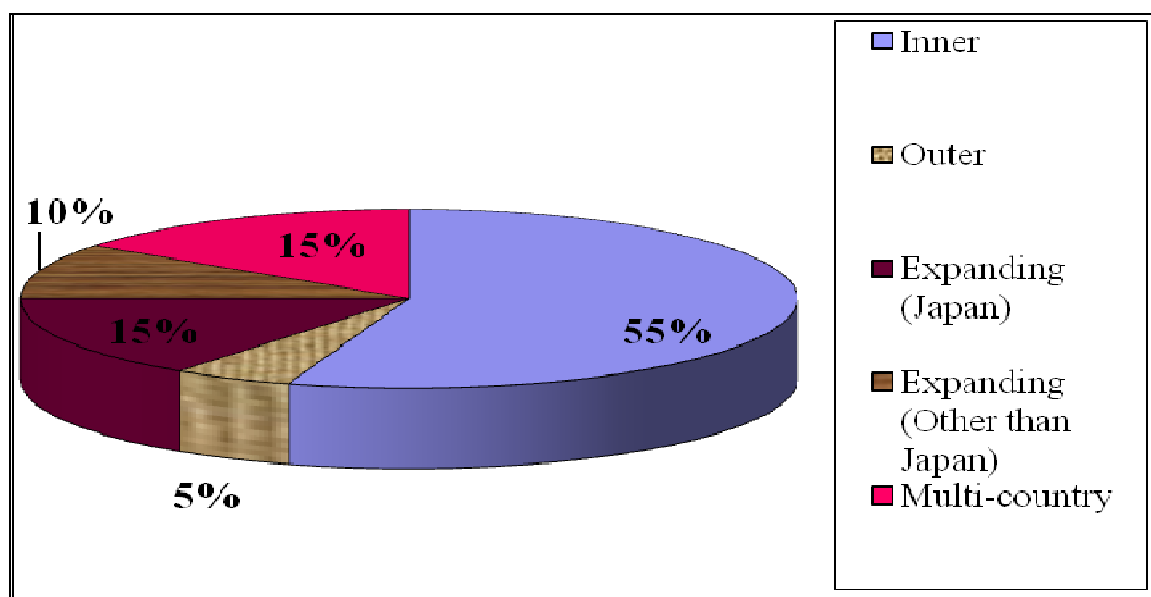


Figure 4.8: Main topics - Nation-specific vs. Nation-nonspecific (Senior-high-school coursebooks)



Figures 4.9 and 4.10 (below) show the details of the nation specific topics. The countries that were referred to in various topics were categorised according to the three linguistic circles: the inner circle (IC), the outer circle (OC) and the expanding circle (EC). The figures show that the JHS coursebooks included more topics about IC countries than the SHS coursebooks (JHS 55.0%; SHS 32.0%). On the other hand, the SHS coursebooks contained more topics about EC countries (both Japan and EC countries other than Japan) than the JHS coursebooks (JHS 25.0%; SHS 56.0%). Both the JHS and SHS coursebooks included a similar portion of OC topics (JHS 5.0%; SHS 8.0 %).

Figure 4.9: Nation-specific topics - comparison between the Inner Circle, the Outer Circle and the Expanding Circle (Junior-high-school coursebooks)



IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

Figure 4.10: Nation-specific topics - comparison between the Inner Circle, the Outer Circle and the Expanding Circle (Senior-high-school coursebooks)

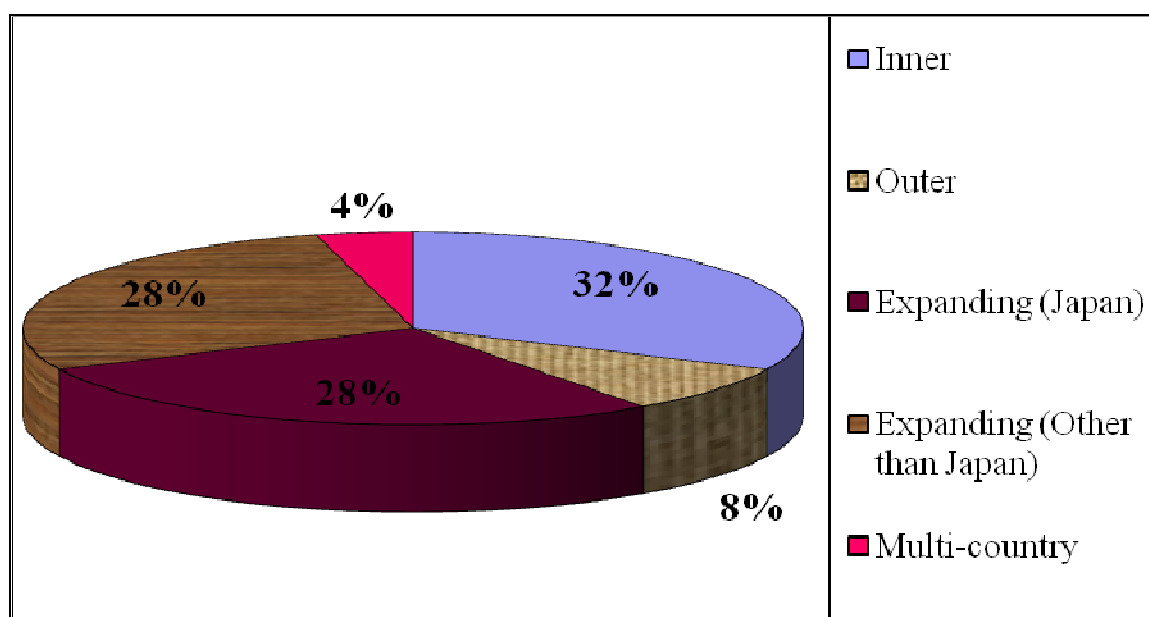


Figure 4.11 and 4.12 (below) indicate the details of the IC countries to which the nation-specific topics referred. The US (36.4%) was the country most frequently referred to in the JHS coursebooks (Figure 4.11). It was also one of the two countries most frequently referred to (the US 37.5% and Australia 37.5%) in the SHS coursebooks (Figure 4.12).

Figure 4.11: Details of Nation-specific topics - the Inner Circle (Junior-high-school coursebooks)

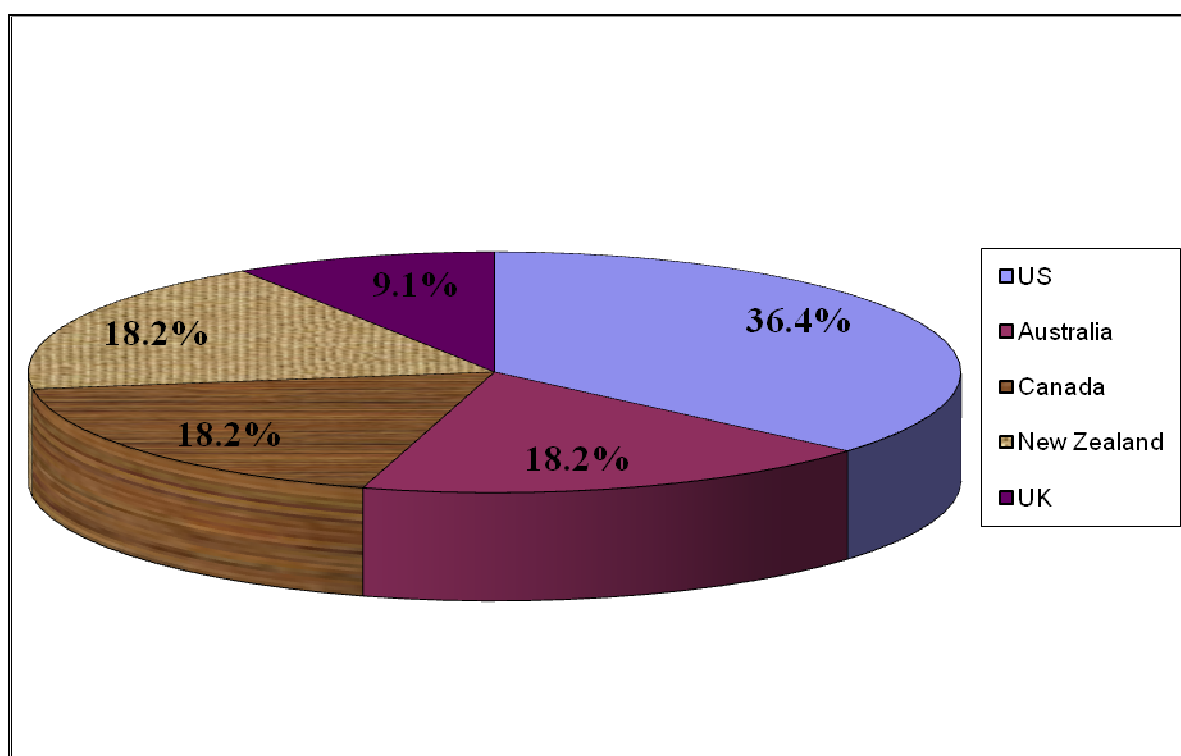
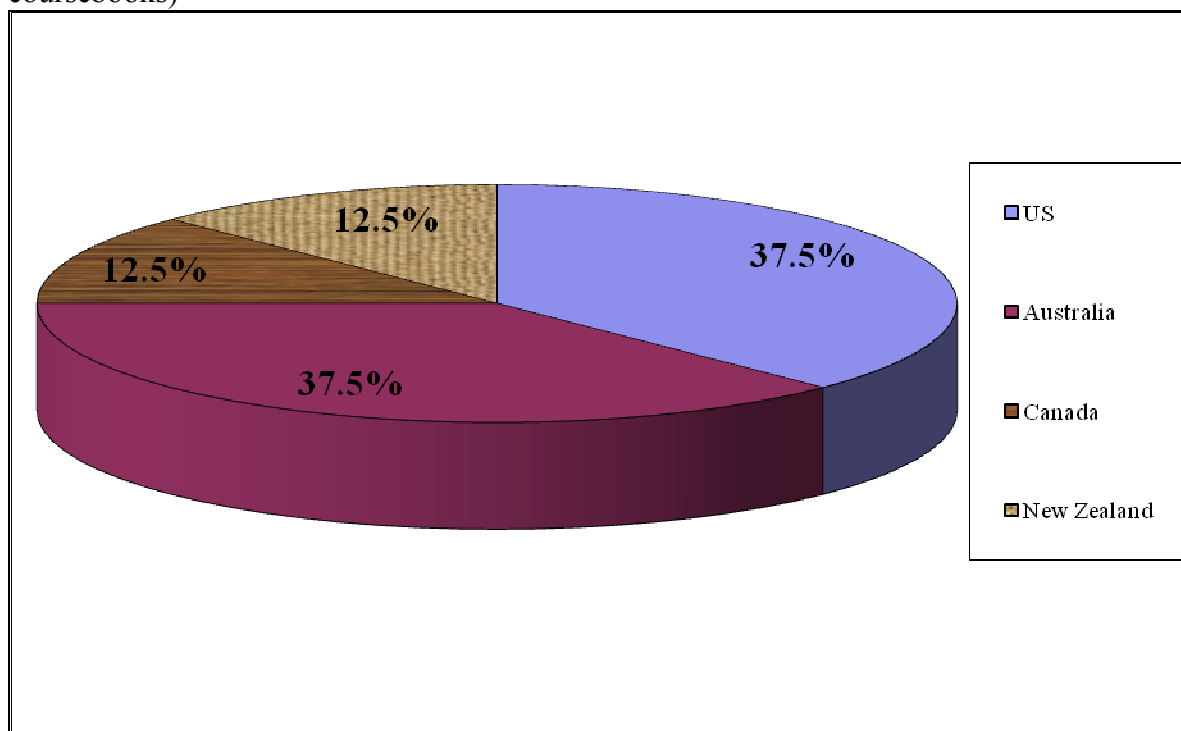


Figure 4.12: Details of nation-specific topics - the Inner Circle (Senior-high-school coursebooks)



In the JHS coursebooks, Australia, Canada and New Zealand accounted for 18.2% of the total IC countries to which the nation-specific topics referred. In the SHS

coursebooks, the chart was dominated by the two aforementioned countries (the US, 37.5% and Australia, 37.5%). In addition, the JHS coursebooks included the UK, which the SHS coursebooks did not.

Each of the three lessons which referred to Australia in the SHS coursebooks were about the native people of the country (the Aborigines) and their art. The titles of the lessons were: ‘Dreamtime - Australian Aborigines and the Art of Living -’ (*Crown*), ‘Aboriginal Art in Australia’ (*Exceed*), and ‘Two Flags, One Runner’ (*Pro-vision*). Although it was not considered to be nation-specific, and was therefore not included in the figure, there was one other lesson about an Aborigine Gold-medal-winner, Cathy Freeman (‘Cathy Freeman’ in *Vista*).

Details of all the countries (including OC and EC countries) and the number of the lessons that include each country are summarised in Table 4.1 (below).

Table 4.1: Details of the countries referred to and the number of lessons that included these countries

Senior-high-school coursebooks

Country		
Inner Circle	No.	
US	3	12.0%
Australia	3	12.0%
Canada	1	4.0%
New Zealand	1	4.0%
Sub-total	8	32.0%
Outer Circle		
Singapore	1	4.0%
India	1	4.0%
Sub-total	2	8.0%
Expanding Circle		
Japan	7	28.0%
Cambodia	2	8.0%
Mali	1	4.0%
Senegal (Island of Goree)	1	4.0%
Peru	1	4.0%
Chile (Easter Island)	1	4.0%
Czechoslovakia	1	4.0%
Sub-total	14	56.0%
Multi-country		
Japan and Korea	1	4.0%
Sub-total	1	4.0%
Total	25	100.0%

Junior-high-school coursebooks

Country		
Inner Circle	No.	
US	4	20.0%
Australia	2	10.0%
Canada	2	10.0%
New Zealand	2	10.0%
UK	1	5.0%
Sub-total	11	55.0%
Outer Circle		
Singapore	1	5.0%
Sub-total	1	5.0%
Expanding Circle		
Japan	3	15.0%
China	1	5.0%
Vietnam	1	5.0%
Sub-total	5	25.0%
Multi-country		
Japan and US	3	15.0%
Sub-total	3	15.0%
Total	20	100.0%

4.1.3 Audio materials

I analysed CDs that are sold as supplementary materials to the JHS and SHS coursebooks used in this study. Six JHS CDs and five SHS CDs (out of ten) were available for this analysis². The audio materials analysed were as follows:

JHS audio materials

1. Listening CD 1, *Sunshine English Course* (2 CDs) (Kairyudo)
2. Listening CD, *One World English Course 1* (1 CD) (Kyoiku shuppan)
3. Listening CD, *New Crown English Series New Edition 1* (1 CD) (Sanseidoo)
4. Listening CD, *Columbus 21 English Course* (1 CD) (Mitsumura Kyoiku Tosho)
5. Listening CD, *New Horizon English Course 1* (2 CDs) (Tokyo Shoseki)
6. CD, *Total English 1* (1 CD) (Gakko Tosho)

SHS audio materials

1. Hearing CD, *Unicorn English Course II* (2 CDs) (Buneido)
2. Hearing CD, *Power On English II* (2 CDs) (Tokyo Shoseki)
3. Hearing CD, *All Aboard English II* (2 CD) (Tokyo Shoseki)
4. CD, *Pro-vision English Course 2* (CD) (Kiri-hara Shoten)
5. CD, *World Trek English Course 2* (CD) (Kiri-hara Shoten)

First, I investigated the audio materials to see if they included different varieties of English. If they did, I then checked for specifics. Second, I examined whether or not there was any discrepancy between an accent of English recorded and a speaker (character) featured in the representation of a coursebook. As mentioned in Chapter 2, some coursebooks (e.g. *Englishes of the World* (Yoneoka and Arimoto 2000); and *Identity* (Shaules, Tsujioka, and Iida 2004)) represent people from different countries. The audio tools attached to these coursebooks include authentic samples of various English accents. In many cases, however, “their speech samples are provided by American actors depicting various [NNS] accents” (Morrison and White 2004, cited in Matsuda 2006: 9). Thus, I checked whether the accents used in the speech samples matched the settings in which characters were situated in the coursebook. In addition, I made notes of written descriptions of materials found on packages and instructions. I investigated the following research questions quite specifically:

NS variety

- Q1: Does the audio material include different NS varieties of English (other than American English)? If yes, what are they?
- Q2: Does the accent of the speaker match the accent one would expect from a speaker of that nationality?
- Q3: Are there any descriptions on the package or in the instructions?

Results are summarised in the attached tables (Appendix 4.9). American English was found in all of the CDs accompanying the 6 JHS coursebooks. Overall, the lines were read in American English regardless of which countries the characters came from. The publishers did not provide any explanation for why they used American English in the descriptions on the package, or for the instructions on the CDs. Among all the CDs, British English was only to be found in Lesson 9 in *New Crown*, when a character from the UK writes a letter to another character who lives in Japan. According to the publisher, the speaker of British English was deliberately selected in order to reflect this setting (e-mail correspondence dated May 2009). The on-line description of CDs for *New Crown* states that “[the CDs were] recorded in ... Standard American English”.

The following research questions were investigated for NNS variety and the results are as follows:

NNS variety

Q1: Does the audio material include any sample of NNS speech? If yes, where is the speaker from?

Q2: Does the accent of the speaker match the accent one would expect from a speaker of that nationality?

Q3: Any descriptions on the package or in the instruction?

No NNS variety was found in the JHS audio materials, although NNS characters (OC characters and EC characters other than Japanese) were featured in coursebooks such as *Columbus*, *New Crown*, *New Horizon*, *One World* and *Sunshine*. On the package of CDs for *Sunshine*, I found a description concerning the place where the CDs were recorded and the actors who provided speech samples. It reads as follows:

録音は、**現地アメリカ**のスタジオで実施しています。また、**現地**劇団員の子どもたちによる、臨場感あふれる会話で構成しています。

“The recordings were done in a **local** studio **in the US**. Furthermore, the CD consists of lively/authentic conversations recorded by **local** children who are actors.” (online description of the CDs found at <http://shop.tokyo-shoseki.co.jp/shopap/special/horizon/10000564.htm>; translated by author, emphasis added)

The word “local” is repeated in the description (above), and is meant to reference the US.

Similarly, there was no NNS variety found in the SHS audio materials. In other words, everything was read in NS English. American English was used in the audio materials for 5 SHS coursebooks. In the audio material for *All Aboard English II*, the following was recorded at the start of the CD:

*All Aboard English II*は**アメリカ現地**録音をしました。

All Aboard English II was recorded **locally** in **the US**. (translated by author, emphasis added)

The recording was then followed by introductions read out by each of the actors. These individuals sounded like they might be native English speakers. In Lesson 2, entitled “Singaporean Teen Talk”, six characters from Singapore were featured in dialogues in *All Aboard*. However, no Singaporean accent was to be found in the six speech samples. Similarly, there was no NNS variety to be found in Lesson 7, even though it included characters from EC and OC countries: France, Ghana, Brazil, and

Singapore. There was also one character from Scotland – but he did not have a Scottish accent.

To conclude, no NNS variety was found in the JHS and SHS audio materials in the state sector, despite the NNS characters featured in representations within the coursebooks. One NS variety, British English, was found in a JHS audio material.

4.2 Private sector English language teaching materials

Since university coursebooks do not require approval from by the Ministry, there are a huge number of coursebooks published by different companies. I selected coursebooks published by the companies that are members of the Association of English Coursebook Publishers. This is because they are the major publishers who share the market. There are a total of 16 publishers in this association: Asahi shuppansha, Ikubundo, Eikosha, Eichosha, Eihosha, Kaibunsha shuppan, Kiri-hara shoten, Kinseido, Kenkyusha, Snashusha, Shohakusha, Seibido, Otowashobo tsurumishoten, Nanundo, Hokuseido shoten, Taka-shobo & Yumi Press. Their most recent publications are available on AETP's home page (<http://www.daieikyo.jp/>).

I chose to look at (at least one) Total-English coursebook from each publisher (designed for the development of four integrated skills). Between 2008 and 2009, each of the above companies published between 1 and 6 Total-English coursebooks. I here analyse a total of 44 coursebooks (see Appendix 4.10).

The reason for analysing materials from different sectors (public and private) is so that I can investigate materials a little more broadly, without limiting the possibility of discovering ELF-oriented materials. My intention is to search for differences between university coursebooks and approved (non-university/state sector) coursebooks. I thus decided to analyse the university materials with the following two objectives: examining the degree of ELF-orientation in the texts, and discovering any unique characteristics that distinguish university materials from materials in the state sector (state versus private) as well as university materials from secondary materials (secondary versus tertiary).

4.2.1 English language teaching materials for specific purposes

University coursebooks in the private sector often have a different purpose, focus and style from state sector texts. I even found that there were differences among books published by a single company. Two of the subjects covered were: English for travelling and studying abroad, and English for using the internet.

4.2.1.1 English for travelling and studying abroad

There were three coursebooks designed for students who are interested in travelling and studying abroad. The names of the books and their characteristics are summarised below.

Name	Publisher	Description(s) from preface and characteristics
<i>Study Abroad!</i>	Sanshusha	<p>「本テキストは、大学が実施している短期語学研修や交換留学への参加を控えている、あるいは海外に行くことに興味を持っている学生の英語コミュニケーション能力を強化するために作成（P3、はじめに）」</p> <p>“This coursebook is written to strengthen communication ability in English for students who are planning to go abroad with a short language program and an exchange program organized by universities, or who are interested in going abroad. (taken from the Preface, P3)”</p> <p>Story: The main character goes to America to study English. The texts were written based on her experience during her stay in the IC country.</p>

Name	Publisher	Description(s) from preface and characteristics
<i>What Are Your Travel Plans?</i>	Shohakusha	<p>「英語が、アメリカ、イギリス、オーストラリア、ニュージーランド、カナダ等で母国語として使われていることはよく知られています。また英語を公用語として使用する国も年々増えています。さらに、英語を母国語としない人たちの間でも、英語はコミュニケーションのツールとして、世界中で使われるようになるでしょう。英語や英語圏の国について学習し、世界観を広げましょう！（P 1）」</p> <p>It is well known that English is used as a native language in the US, the UK, Australia, [and] New Zealand. The number of countries which use English as a national language has been increasing year by year. In addition, English will be used as a communication tool between people whose mother tongue is not English. Let's study English and English-speaking countries, and broaden our view of the world. (page 1)</p> <p>イギリス英語とアメリカ英語の違いに関する問題（はしがきより）</p> <p>Details of the task: Questions about the differences between British English and American English</p>
<i>Fly to the US, Listening to English for Practical Use</i>	Shohakusha	<p>「このテキストで、ネイティブスピーカーが日常的に使っている英文をしっかり学習すれば、英語のリスニングはもちろんのこと、スピーキング、リーディング、ライティングの力も知らずしらずのうち確実に向上していくでしょう。（はしがきより）」</p> <p>“With this coursebook, if you study English sentences which native speakers use on a daily basis, your ability to listen, speak, read and write will certainly improve without you even noticing it.” (from the preface)</p> <p>Story: The main character goes to study in NY.</p>

4.2.1.2 English for using the internet

Several coursebooks were designed for learning English whilst learning to use the internet. One of the publishers produces such a book for users to learn authentic English by visiting the websites in the world and to deepen their understanding of

different cultures (see also the following table).

There was no particular target culture specified in either of the two books listed below. The back page of *English for the Digital World* does say, however, that the CD was recorded by native speakers.

Name	Publisher	Characteristics (e.g. descriptions in the preface)
<i>Internet English</i>	Yumi press	<p>「世界のウェブサイトを開いて英語を学ぼう」という方針の下に編集されている</p> <p>海外のホームページを幾度も開いて世界中に流通する生きた英語に親しんでいくうちに、いつしか異文化理解を深めていくことになります。(i) 」</p> <p>It is designed with an intention to learn English by visiting the websites in the world.</p> <p>While opening websites and getting to know the English language that is used across the world, users gradually deepen their understanding of different cultures.” (from page (i))</p> <p>Details of the chapters: how to use search engines, how to write e-mail, how to use online dictionaries and so on (from page (ii))</p>
<i>English for the Digital World</i>	Sanshusha	<p>ユニットは全体で14あり、前半はEメール、後半はインターネットに関するもの... (はじめに)</p> <p>“It has fourteen units in total, the first half is about e-mail and the latter half is about the internet ...” (from preface)</p>

4.2.1.3 Mono-cultural topics: IC topics and topics on Japan

There were several coursebooks which included only nation-specific topics on an IC country such as the US and the UK. There were five coursebooks which consisted of topics only about US, and four coursebooks which included topics only about the UK. There were a few publishers that produced only coursebooks that included singly IC topics.

There were three coursebooks which only consisted of topics about Japan. The authors explained that the intention of including topics about Japan was to speed up the process of learning by reading through a context which is somehow familiar to learners (see Appendix 4.11 for the prefaces of *J-Life*, *J-Culture: Japan Watch* (Kenkyusha) and *Japanese Athletes Online* (Hokuseidoo)).

4.2.2 ELF characteristics

4.2.2.1 Coursebook representation

More ELF-oriented coursebooks in terms of representation among the 44 books are *Global Encounters* (Kiriara) and *Can-Do English* (Kiriara).

1. *Global Encounters*, Kiriara

Representation, characters who have come to Japan from other countries (e.g. the US, UK). “The DVD has a lot of interview clips in which people from around the world talk about themselves and about Japan (Preface)”. Since the speakers talked about their own countries as well, the topics turned out to be multicultural (e.g. the US, UK, Argentina).

2. *Can-Do English*, Kiriara

Representation, Japanese main-role character talks with a character from France, and there were also people from other countries, such as China, UK, Canada and Switzerland.

4.2.2.2 Contents of texts and topics

English Outlook (Nan’un-do) displayed some ELF features (contents). This coursebook was based on *English Next* written by David Graddol (2006). Both coursebooks include tasks that make learners think about the various issues related to English usage and ELF approach. The following list identifies which coursebook ELF traits are found in the coursebook (*English Outlook*):

1.1.1 Number of speakers

“An inexorable trend in the use of global English is that fewer interactions now involve a native speaker. Proponents of teaching English as a lingua franca (ELF) suggest that the way English is taught and assessed should reflect the needs and aspirations of the ever-growing number of non-native speakers who use English to communicate with other non-natives.”(p8)

1.1.3 Domains of uses

“Tourism, International tourism is growing, but the proportion of encounters involving a native English speaker is declining...(p26)”

“It is often claimed that English dominates computers and the internet, and that those wishing to use either must first learn English.” (p41)

1.1.4 English as an international language 2

- 英語は国際共通語 (lingua franca) だとよく言われています。(p8)

-There were around 763 million international travellers in 2004, but nearly three-quarters of visits involved visitors from a non-English-speaking country travelling to a non-English-speaking destination. This demonstrates the scale of need for face-to-face international communication and a growing role for global English.” (p26)

1.2.1 Mixed-country uses between NNSs

Graph: “Tourism is growing, but the majority of human interactions do not involve an English native speaker.”, “Non-English-speaking to non-English-speaking 74%”

1.5.3 International intelligibility as a goal 2

“Within ELF, intelligibility is of primary importance, rather than native-like accuracy. Teaching certain pronunciation features, such as the articulation of ‘th’ as an interdental fricative, appears to be a waste of time whereas other common pronunciation problems (such as simplifying consonant clusters) contribute to problems of understanding.”(p8)

“The target model of English, within the ELF frame-work, is not a native speaker but a fluent bilingual speaker who retains a national identity in terms of accent, and who also has the special skills required to negotiate understanding with another non-native speaker.” (p9)

Beyond Boundaries (Ikeguchi and Yashiro, 2008) is one coursebook that is particularly useful for describing the skills that are necessary for international training and intercultural communication. For instance, it includes a chapter on the gestures and body movements used in Japan, the US, South Africa and in Arabic countries (Chapter 2); a great deal of its content relates to accommodation skills, such as active listening, which involves “checking with the other person to confirm if you correctly understood the message you heard” (Ikeguchi and Yashiro, 2008: 62) by asking questions, or repeating or paraphrasing (Chapter 9). The book also examines culture and communication styles (Chapter 7). It has multi-cultural topics throughout the book.

To summarise, although some coursebooks are comparatively more ELF-oriented, the purposes of the coursebooks are often different from each other, and so it would not be reasonable to compare them without mentioning their potential differences. We could, however, compare the purposes and intentions of coursebook writers from the perspective of ELF-orientation. I would like to now compare the purposes and intentions of several different books.

4.2.3 Purposes of using English language teaching materials

Throughout my analysis, mono-cultural topics are regarded as one feature of materials that are less ELF-oriented. The material is considered to be less ELF-oriented especially when a single IC country is the target culture. Some university coursebooks with topics about the US and the UK (see above) would suggest this is true. I think that coursebooks with topics about Japan, however, are notable exceptions. The reason for this is that the purpose behind including topics about Japan (learners' home country) is to prepare learners for their future speaking in international communication. Thus, mono-cultural topics (in the case of topics about Japan) do not necessarily mean less ELF-orientation. From this observation, I think we should not ignore either the writer's intentions or the purposes behind individual books when discussing the ELF-orientation of materials. It is especially helpful to consult coursebook prefaces when trying to discover the goals of the book itself.

4.2.3.1 Prefaces

Several prefaces contained contradictions that might cause confusion to users. The following description, for example, appears in a coursebook preface and contains two contradicting sentences:

What Are Your Travel Plans?, Shohakusha

Coursebook ELF Traits

「英語が、アメリカ、イギリス、オーストラリア、ニュージーランド、カナダ等で母国語として使われていることはよく知られています。また英語を公用語として使用する国も年々増えています。さらに、**英語を母国語としない人たちの間でも、英語はコミュニケーションのツールとして、世界中で使われるようになるでしょう。英語や英語圏の国について学習し、世界観を広げましょう！**（P1）」

It is well known that English is used as a native language in the US, the UK, Australia, and New Zealand. The number of countries which use English as a national language has been increasing year by year, as well. In addition, English will be used as a communication tool between people whose mother tongue is not English. Let's study English and English-speaking countries, and broaden our view of the world.

The two contradictory sentences were: “English will be used as a communication tool between people whose native languages are not English” and “Let's study English and about English-speaking countries and broaden your world!” The first sentence tells users about the use of English between non-native speakers. The second one seems to encourage learning about English-speaking countries. Taking a closer look, it seems

that at least three coursebook ELF traits (seven when further broken down) were found in this preface. The traits are as follows:

1. Current/future situation of English,

1.1. Contexts of uses

2. English varieties,

2.1 Names of varieties,

2.2 Characteristics/forms of varieties,

3. ELF contexts and uses,

3.1 Mixed-country uses between NNSs

What I learned from this example is that even when an coursebook ELF trait is found (e.g. 1.4.3 Mixed-country uses between NNSs), it does not always indicate the ELF-orientation of the coursebook as whole. The coursebook ELF trait 1.4.3, Mixed-country uses between NNSs was found in this preface. However, the sentence which encourages learners to study about IC countries was also found in the same preface. Thus, the coursebook includes features of high and low ELF-orientation at the same time. When analysing the degree of ELF-orientation in materials, I suggest we look quite closely at the purposes behind using specific coursebooks, as well as at the intentions held by writers of those texts. However, there may be coursebooks that do not have prefaces as in the case of the JHS and SHS coursebooks analysed for this study.

Another example is *Reading the World through The Times and The Guardian*. This coursebook (as is obvious from its title) was written based on the articles of *The Times* and *The Guardian*. Although the coursebook includes topics about countries other than the US and the UK, it would seem from the following preface that the UK was prioritised to counter-balance the general emphasis on the US:

“日本人は...何につけてもアメリカ一辺倒になりがちですが、英語で情報を発信するもう一つの大国イギリスのものの見方を知るのは、**多角的な視点を打ち立てる上で是非とも必要**でしょう”。

“Japanese people tend to only look at the US above all, it will be necessary to know the views of the UK, another major country which distributes information in English in order to build up diversified viewpoints.

In the preface, the author seems to encourage multiple views, but at the same time, he/she ends up encouraging learners to understand the views of only two IC countries. The preface also says, however, that the book was designed in order for users to “have general knowledge as an international person who lives in the 21st century” (see

below for the detail of the coursebook).

Name	Publisher	Topic	Characteristics (descriptions in the preface)
<i>Reading the World through The Times and The Guardian</i>	Tsurumi shobo	UK	<p>国際化の進展と情報機器の発達を背景に、世界中の出来事をインターネットを通してリアルタイムに知ることができるようになりました。アメリカやイギリスの新聞社が提供するニュースを読もうと思えばいつでもその機会に恵まれているわけです。</p> <p>With the background of internationalization and the development of information technology, we are able to learn what is happening in the world through the internet. We have the opportunity to read news provided by American and British newspaper companies anytime we wish to do so.</p> <p>記事はイギリスを代表する二紙The TimesとThe Guardianから論説を中心に取りました。... 日本人は... 何につけてもアメリカ一辺倒になりがちですが、英語で情報を発信するもう一つの大国イギリスのものの見方を知るのは、多角的な視点を打ち立てる上で是非とも必要でしょう。</p> <p>Articles were mainly taken from columns from the two major British newspapers, the Times and the Guardian.</p> <p>...Japanese people ...tend to only look at the US above all, it will be necessary to know the views of the UK, another big country which distributes information in English in order to encourage multiple perspectives.</p> <p>記事に見られるアイロニーやユーモア、それにイギリス英語特有の表現に着目 ... (はしがきP3)</p> <p>[the coursebook] focuses on the ironies and humour seen in the articles, in addition, it looks at special expressions in British English...</p> <p>21世紀に生きる国際人としての教養を身につけるために、アメリカ英語とは... 違ったイギリス英語を楽しみながら、さあ始めましょう！ (はしがきP4)</p> <p>While enjoying British English which is different from American English, let's start studying English in order to have common knowledge as an international person who lives in the 21st century!</p>

To conclude: (1) since university coursebooks all possessed different styles and objectives, any comparison between them could never be as same as a comparison between approved coursebooks in the state sector that were written based on the MEXT's course of study (see THE COURSE OF STUDY FOR LOWER SECONDARY SCHOOL in Chapter 1). (2) There were coursebooks designed for specific purposes, such as teaching English for studying abroad and for use of the Internet. (3) And a comparison between/among the purposes and intentions of coursebook writers was helpful in examining the ELF orientation of the books.

4.2.4 Audiovisual materials

4.2.4.1 NNS variety in audio materials

As seen in 4.1.3, there was no NNS variety found in those audio recordings that were supplementary materials for the approved coursebooks. Some NNS varieties were to be found, however, in university audio materials in the private sector. Those audio materials which included NNS varieties were:

1. *Global Encounters*, 1 DVD (US, UK, Canada ; OC: South Africa
EC: France, Argentine) (Kirihara),
2. *Activate Your English Pre-intermediate Coursebook*, 1 CD
(L1: Malaysian? and German?; L2: Thai, Review 2, Japanese?; L11: Chile?, L13: Japanese?. L14,
15: Greeks?; L19: Bulgarian?) (Kinseido & Cambridge)

In *Global Encounters*, there were characters from various countries, such as the US, UK, Canada, South Africa, Argentina and France. The description of the materials says that “the DVD has a lot of interview clips in which people from around the world talk about themselves and about Japan, their current home (Preface)”. The DVD provides samples of NS and NNS varieties of English from authentic interviews. The degree of accentedness in NNS speech is great here and is thus easily recognised. The degree of accentedness is not so obvious in the CD attached to *Activate Your English*.

There were also a few materials that included only NS varieties. The CDs of *Listening Partner: An Intermediate Course* included American English, British English, and Australian English. In *Listening Partner*, one of the main characters is from England, and her lines were read in British English. In addition, as reported above, the CD

attached to *English for the Digital World* was recorded entirely by native speakers (see Appendix 4.12 for all the University audio-materials analysed.)

4.2.4.2 Degree of ELF-orientation: audiovisual materials

Unlike the audio materials for the JHS and SHS coursebooks, some university audio materials included NNS varieties. The DVD attached to *Global Encounters* (Kiri-hara) was the most ELF oriented audiovisual materials in terms of the number of NNS speakers recorded and the degree of accentedness in NNS speech. *Global Encounters* consisted of (authentic and not pre-written) interviews with various speakers of English, including speakers from EC and OC countries. The degree of accentedness in NNS speech was great and was easily recognised.

4.3 Degree of ELF-orientation

I have reported the overall results of my coursebook analysis. Based on these results, I will now numerically report the degree of ELF-orientation in each coursebook. I will then compare the degree of ELFness among the books. The following list shows the eight ELF features that were examined in order to discover whether individual coursebooks were more or less ELF-oriented (see also Chapter 3 Methodology for explanation for the ELF features). I will look at all coursebooks in terms of both representation and content.

1. Exposure purpose, Representation

Feature 1: Number of Nonnative Speaking (NNS) Characters Other than Japanese

Feature 2: Number of Different NNS Characters Other than Japanese
(Range of Different Nationalities)

Feature 3: Number of Words Uttered by NNSs Other than Japanese

Feature 4: Number of OC and EC countries other than Japan as places of English uses

Feature 5: Instances of Communication exclusively between NNSs

2. Awareness-raising purpose, Contents of texts and topics

Feature 6: Number of Chapters which Contain ELF Issues (1.1-1.5)

Feature 7: Number of Different ELF issues (1.1-1.5)

Feature 8: Number of Topics about OC and EC Countries other than Japan (1.6 Multicultural)

4.3.1 Coursebook representation

4.3.1.1 Junior-high-school coursebooks

Scores of ELF Feature 1-5

The following table (4.2) includes the scores of ELF Feature 1 – 5 of 6 JHS coursebooks. The table displays decimal figures rather than percentages. The scores were rounded to two decimal places. I shall explain the score for each feature by referring to the results for JHS coursebooks.

Table 4.2: Scores of ELF Features (Feature 1 – 5, representation) (Junior-high-school coursebooks)

Coursebook name	ELF scores					Total ELF score	Rank
	Feature 1	Feature 2	Feature 3	Feature 4	Feature 5		
	No. of NNS Characters Other than Japanese	No. of Different NNS Characters Other than Japanese (Range of Different Nationalities)	No. of Words Uttered by NNSs Other than Japanese	OC and EC Context Other than Japan	Instances of Communication Exclusively between NNSs		
<i>New Crown Sanseido</i>	0.20	0.33	0.14	0	0.33	1.00	1
<i>Columbus Mitsumura</i>	0.20	0.13	0.11	0.08	0.17	0.68	2
<i>One World Kyoiku</i>	0.13	0.20	0.07	0	0.22	0.62	3
<i>Sunshine Kairyudo</i>	0.10	0.17	0.06	0	0.10	0.43	4
<i>New Horizon Tokyo Shoseki</i>	0.09	0.17	0	0	0	0.26	5
<i>Total English Gakko Toshio</i>	0	0	0	0	0	0	6

NNS: Non-native Speaker, OC: Outer Circle, EC: Expanding Circle

Explanation for ELF Feature 1 – 5

Feature 1 indicates the proportion of non-Japanese NNS characters (i.e. non-Japanese EC and OC characters) to total characters featured in a book. *New Crown* and *Columbus* displayed the highest ELF score of Feature 1 (0.20, see Table 4.2).

Table 4.3: Feature 1: Number of Non-Japanese Nonnative Speaking (NNS) Characters (Junior-high-school coursebooks)

Coursebook	IC	EC(Japanese)	Non-Japanese EC	OC	Non-Japanese NNS*	Unknown	Total number of characters
<i>Columbus</i> (Mitsumura)	5 (25.0%)	8 (40.0%)	4 (20.0%)	0 (0.0%)	4 (20.0%)	3 (15.0%)	20
<i>New Crown</i> (Sanseido)	4 (40.0%)	4 (40.0%)	1 (10.0%)	1 (10.0%)	2 (20.0%)	0 (0.0%)	10
<i>One World</i> (Kyoiku)	4 (50.0%)	3 (37.5%)	1 (12.5%)	0 (0.0)	1 (12.5%)	0 (0.0%)	8
<i>Sunshine</i> (Kairyudo)	3 (30.0%)	5 (50.0%)	0 (0.0%)	1 (10.0)	1 (10.0%)	1 (10.0%)	10
<i>New Horizon</i> (Tokyo Shoseki)	5 (45.5%)	4 (36.4%)	1 (9.1%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	11
<i>Total English</i> (Gakko Toshō)	3 (50.0%)	2 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (16.7%)	6

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

* Non-Japanese NNS is here defined as OC plus non-Japanese EC.

As shown in Table 4.3 (above), the proportion of non-Japanese NNS characters to total characters was the same: 20 percent in both *New Crown* and *Columbus*. There were other differences, however, between the two books. One of the differences was that *New Crown* represented characters from both an EC country other than Japan (China) and an OC country (India), while in *Columbus* there were 4 non-Japanese EC characters, but no OC character. There was no non-Japanese NNS character to be found in *Total English*.

The score of Feature 2 was calculated based on the number of countries from which non-Japanese NNS characters came. The difference between Feature 1 and Feature 2

was that I counted each country only once (in Feature 2) even if more than two characters came from the same place. In the case of *Columbus*, for example, there were 4 Brazilian characters, but I counted their country of origin (Brazil) only one time (see Table 4.4).

Table 4.4 (below) summarises the countries from which non-Japanese NNS characters came. According to Table 4.4, the number of countries from which non-Japanese NNS characters came was 2 in *New Crown*. The countries were China and India. Two countries out of six accounted for approximately 33.3 %. Thus, *New Crown* displayed an overall high score of 0.33 (see Table 4.2).

Table 4.4: Feature 2: Number of Different Non-Japanese NNS Countries as a Country of Origin (Range of Different Nationalities)

Coursebook	IC	Country of origin	Japanese	Country of origin	Non-Japanese EC	Country of origin	OC	Country of origin	Non-Japanese NNS *	Unknown	Total
<i>New Crown</i> (Sanseido)	3 50.0%	US(2),UK, AU	1 16.7%	Japan	1 16.7%	CH	1 16.7%	ID	2 33.3%	0 0.0%	6 100.0%
<i>One World</i> (Kyoiku)	3 60.0%	US(2),CA, NZ	1 20.0%	Japan	1 20.0%	VT	0 0.0%	-	1 20.0%	0 0.0%	5 100.0%
<i>Sunshine</i> (Kairyudo)	3 50.0%	US(2),CA, Unknown IC country	1 16.7%	Japan	0 0.0%	-	1 16.7%	SG	1 16.7%	1 16.7%	6 100.0%
<i>New Horizon</i> (Tokyo Shoseki)	3 50.0%	CA(3),AU, US	1 16.7%	Japan	1 16.7%	CH	0 0.0%	-	1 16.7%	1 16.7%	6 100.0%
<i>Columbus</i> (Mitsumura)	3 37.5%	US(3),CA,N Z	1 12.5%	Japan	1 12.5%	BZ(4)	0 0.0%	-	1 12.5%	3 37.5%	8 100.0%
<i>Total English</i> (Gakko Toshio)	2 50.0%	US(2),NZ	1 25.0%	Japan	0 0.0%	-	0 0.0%	-	0 0.0%	1 25.0%	4 100.0%

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

AU: Australia, BZ: Brazil, CA: Canada, CH: China, ID: India, SG: Singapore, VT: Vietnam

* Non-Japanese NNS is here defined as OC plus non-Japanese EC.

Table 4.5: Feature 3: Number of Words Uttered by Non-Japanese NNSs

Coursebook	IC	Japanese	Non-Japanese EC	OC	Non-Japanese NNSs*	Unknown	Total number of words
<i>New Crown</i> (Sanseido)	361 40.3%	405 45.3%	57 6.4%	72 8.0%	129 14.4%	0 0.0%	895 100.0%
<i>Columbus</i> (Mitsumura)	439 41.5%	401 37.9%	115 10.9%	0 0.0%	115 10.9%	104 9.8%	1059 100.0%
<i>One World</i> (Kyoiku)	657 70.0%	213 22.7%	68 7.2%	0 0.0%	68 7.2%	0 0.0%	938 100.0%
<i>Sunshine</i> (Kairyudo)	390 34.6%	659 58.5%	0 0.0%	62 5.5%	62 5.5%	15 1.3%	1126 100.0%
<i>New Horizon</i> (Tokyo Shoseki)	585 69.0%	232 27.4%	0 0.0%	0 0.0%	0 0.0%	31 3.7%	848 100.0%
<i>Total English</i> (Gakko Toshō)	396 51.1%	352 45.4%	0 0.0%	0 0.0%	0 0.0%	27 3.5%	775 100.0%

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

* Non-Japanese NNS is here defined as OC plus non-Japanese EC.

The score for Feature 3 was based on the proportion of words uttered by non-Japanese NNS characters compared to the number of words in total. The highest percentage was 14.4 % in *New Crown* (see Table 4.5). The score for this coursebook (for Feature 3) was 0.14 (Table 4.2).

Table 4.6: Feature 4: OC and Non-Japanese EC countries as Location of English Uses

Coursebook	IC	Country	Japan	EC Other than Japan	Country	OC	NNS country (other than Japan)*	Multi-Context	Details of multi-context	Fictional	Unknown /No context	Total number of location
<i>Columbus</i> (Mitsumura)	0	-	8	1	BZ (1)	0	1 8.3 %	3	J-IC(US):Chat; J-EC other than Japan(BZ):Chat ; J-IC(US):TEL	0	0	12
<i>New Crown</i> (Sanseido)	0	-	8	0	-	0	0.0 %	1	J-IC(UK):Letter	0	0	9
<i>New Horizon</i> (Tokyo Shoseki)	2	CA (2)	7	0	-	0	0.0 %	2	J-IC(CA): Chatx2	0	0	
<i>One World</i> (Kyoiku)	3	US (3)	5	0	-	0	0.0 %	1	J-IC(US):E-mail	0	0	
<i>Sunshine</i> (Kairyudo)	3	US (3)	6	0	-	0	0.0 %	0	-	0	1	
<i>Total English</i> (Gakko Toshō)	0	-	8	0	-	0	0.0 %	1	J-IC(NZ):Letter & TEL	0	0	

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

J: Japan, BZ: Brazil, CA: Canada, NZ: New Zealand

* EC other than Japan plus OC is NNS country (other than Japan).

The score of Feature 4 was calculated by considering the number of OC countries and EC countries (other than Japan) that were used as locations for dialogue. There was one EC country featured in *Columbus*, which accounted for 8.3% of the total number of countries featured in the coursebook (see Table 4.6, above). Thus, the score of Feature 4 was 0.08 in *Columbus* – the highest score in Table 4.2.

Table 4.7: Feature 5: Instances of communication between non-native speakers

Coursebook	Between NSs	Both NS and NNS	Between NNSs	Total
<i>New Crown</i> (Sanseido)	0 (0.0%)	8 (66.7%)	4 (33.3%)	12 (100.0%)
<i>One World</i> (Kyoiku)	0 (0.0%)	6 (75.0%)	2 (25.0%)	8 (100.0%)
<i>Columbus</i> (Mitsumura)	0 (0.0%)	11 (84.6%)	2 15.4%	13 (100.0%)
<i>Sunshine</i> (Kairyudo)	1 (12.5%)	6 (75.0%)	1 (12.5%)	8 (100.0%)
<i>New Horizon</i> (Tokyo Shoseki)	4 (28.6%)	10 (71.4%)	0 (0.0%)	14 (100.0%)
<i>Total English</i> (Gakko Toshō)	0 (0.0%)	9 (100.0 %)	0 (0.0%)	9 (100.0%)

NS: Native speaker, NNS: Non-native Speaker

The score of Feature 5 was calculated by comparing the number of English uses between NNSs to the number of English uses in total (for the explanation of why I only counted uses between NNSs, see 3.2.2 Indicating the degree of ELFness). It was

highest in *New Crown* (33.3% as in Table 4.7; 0.33 as displayed in Table 4.2). There were four lessons in *New Crown* which included mixed-country English uses between NNSs: English uses between a Japanese main character and her Chinese friend, and between Japanese characters (including a teacher) and their Indian friend/student. *New Crown* did not include any English uses between NSs.

Similarly, in *Columbus* and *One World*, there were two mixed-country English uses between NNSs but no single mixed-country use between NSs. However, unlike in *New Crown*, there were same-country English uses between NSs (1 in *Columbus*, 3 in *One World*). In *New Horizon* there were four mixed-country English uses between NSs but no mixed-country English use between NNSs.

More ELF-oriented Junior-high-school coursebook

Overall, ELF features were found to varying degrees in the 6 JHS coursebooks: some coursebooks were more ELF-oriented than others. According to the total ELF score, *New Crown* was more ELF-oriented (total score: 1.00, Table 4.2) than the rest of the 5 coursebooks. Other characteristics of *New Crown* are noted as below.

Characters from three linguistic circles

New Crown was the only book which represented characters from the three different linguistic circles: IC, OC, and EC countries (both Japan and an EC country other than Japan (China)). Furthermore, it featured characters from multiple IC countries (the US, the UK, and Australia).

Frequency of English uses by Expanding-Circle characters

EC characters uttered more words than IC characters in *New Crown* (EC 462; IC 361).

Emphasis on mixed-country English use involving non-native speakers

There were four lessons in *New Crown* which included mixed-country English uses between NNSs. *New Crown* did not include any mixed-country English uses between

NSs or same-country uses between NSs. It could be said that the emphasis in *New Crown* was more on the mixed-country English uses that involved NNSs.

4.3.1.2 Senior-high-school coursebooks

Scores of ELF Features (Feature 1 - 5)

The following Table (4.8) is the summary of ELF scores (Feature 1 – 5) of 10 SHS coursebooks. (For more information, see Explanation for ELF Feature 1 – 5).

Table 4.8: Scores of ELF Features (Feature 1 – 5, representation) (senior-high-school coursebooks)

Coursebook	ELF Feature 1	ELF Feature 2	ELF Feature 3	ELF Feature 4	ELF Feature 5	Total ELF score	Rank
	No. of NNS Characters Other than Japanese	No. of Different NNS Characters Other than Japanese (Range of Different Nationalities)	No. of Words Uttered by NNSs Other than Japanese	OC and EC Context Other than Japan	Instances of Communication Exclusively between NNSs		
<i>All Aboard</i> (Tokyo shoseki)	0.63	0.67	0.52	0.14	0.46	2.42	1
<i>Exceed</i> (Sanseido)	0.38	0.67	0.35	0.25	0.75	2.39	2
<i>Crown</i> (Sanseido)	0.17	0.33	0.10	0	0.20	0.80	3
<i>Power On</i> (Tokyo shoseki)	0.14	0.33	0.02	0	0	0.50	4
<i>Pro-vision</i> (Kiri-hara)	0.08	0.17	0.09	0	0.10	0.44	5
<i>Unicorn</i> (Buneido)	0	0	0	0	0	0	6
<i>Polestar</i> (Suken)	0	0	0	0	0	0	7
<i>Vista</i> (Daiichi)	0	0	0	0	0	0	8
<i>Vivid</i> (Daiichi)	0	0	0	0	0	0	9
<i>World Trek</i> (Kiri-hara)	0	0	0	0	0	0	10

NNS: Non-native Speaker, IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

More ELF-oriented senior-high-school coursebook

ELF features were present to varying degrees in the 10 SHS coursebooks. *All Aboard* and *Exceed* were more ELF oriented than other SHS coursebooks in terms of representation. The total scores were 2.42 (*All Aboard*) 2.39 (*Exceed*) (see Table 4.8). The main characteristics of the two books are summarised as follows.

Characters from three linguistic circles and range of different nationalities

All Aboard and *Exceed* were the only SHS books which represented characters from IC, OC and EC (both Japan and EC countries other than Japan). Ten non-Japanese NNS characters were found in *All Aboard*, specifically 8 OC and 2 non-Japanese EC characters. A total of six non-Japanese NNSs were featured in *Exceed*, 2 OC and 4 non-Japanese EC characters.

In *Exceed*, characters of each circle were from multiple IC, OC and EC countries. Two OC characters were from two different countries: India and South Africa (cf. 7 Singaporean, 1 Ghanaian in *All Aboard*). Four non-Japanese EC characters were from four different EC countries – Brazil, China, Korea and Russia. The wide range of countries (in addition to the different linguistic circles) can be considered as one ELF-oriented characteristic.

Frequency of English uses by Expanding-Circle characters

In *Exceed*, the number of words produced by IC characters accounted for 17.3 percent. More words were uttered by EC characters in *Exceed* (EC 459; IC 111).

Emphasis on mixed-country English use involving non-native speakers

There were six dialogues in *Exceed* which included mixed-country English uses between NNSs with no NSs. The six English uses were: between a Japanese and a Brazilian; between a Japanese and a Chinese; between a Japanese and a Russian; between a Japanese and a Korean; between a Japanese and a South African (OC); and between a Japanese and an Indian (OC).

There was one instance of communication between a Japanese and a Russian that took place in Moscow, Russia. The Japanese woman came to a bakery and had a conversation with a Russian assistant. The communication between a Japanese and a South African took place in Japan. This situation occurred when a Japanese student expressed his appreciation to an English teacher from South Africa who was leaving for Johannesburg. The communication between a Japanese and an Indian occurred in India where the Japanese student studied. She asked her Indian friend to help with her math homework.

Location of dialogues

One use was found in an OC country (India) and another in an EC country other than Japan (Russia) (for more detail, see above). *Exceed* was the only book which included both an OC country and an EC country other than Japan as location of dialogues.

These two SHS coursebooks indicated much more ELF-oriented than the JHS ones. I think this is because the SHS books had a greater range of different nationalities of NNS characters and a larger number of words uttered by non-Japanese NNSs (i.e. higher scores of Features 2 and 3) than the JHS books.

4.3.2 Contents of texts and topics

4.3.2.1 Junior-high-school coursebooks

Scores of ELF Feature 6-8

The ELF scores (Feature 6-8) of the 6 JHS coursebooks were summarised in Table 4.9, following.

Table 4.9: Scores of ELF Features (Feature 6 - 8 contents of readings/topics) (Junior-high-school coursebooks)

Coursebook	ELF Feature 6	ELF Feature 7	ELF Feature 8	Total ELF score	Rank
	No. of Chapters which contain coursebook ELF traits 1.1-1.5	No. of Different coursebook ELF traits (1.1-1.5)found	No. of Topics about OC and EC Countries other than Japan (1.6 Multicultural)		
<i>Sunshine</i> (Kairyudo)	1	3	1	5	1
<i>New Horizon</i> (Tokyo Shoseki)	1	2	0	3	2
<i>One World</i> (Kyoiku)	0	1	1	2	3
<i>Total English</i> (Gakko Toshō)	0	1	0	1	4
<i>New Crown</i> (Sanseido)	0	0	1	1	5
<i>Columbus</i> (Mitsumura)	0	0	0	0	6

OC: Outer Circle, EC: Expanding Circle

More ELF oriented coursebook

Sunshine was a comparably more ELF oriented coursebook in terms of its reading content. Differences were not so great among the JHS coursebooks as they were among SHS coursebooks (see Table 4.9, above). Overall scores for ELF-orientation in the JHS coursebooks are also presented below.

Table 4.10: Overall Scores of ELF Features (Feature 1 – 8) (junior-high-school coursebooks)

Coursebook	ELF scores									
	Feature 1	Feature 2	Feature 3	Feature 4	Feature 5	Feature 6	Feature 7	Feature 8		
	No. of NNS Characters Other than Japanese	No. of Different NNS Characters Other than Japanese (Range of Different Nationalities)	No. of Words Uttered by NNSs Other than Japanese	OC and EC Context Other than Japan	Instances of Communication Exclusively between NNSs	No. of Chapters which Contain coursebook ELF traits 1.1-1.5	No. of Different coursebook ELF traits (1.1-1.5) found	No. of Topics about OC and EC Countries other than Japan (1.6 Multicultural)	Total ELF score	Rank
<i>Sunshine Kairyudo</i>	0.10	0.17	0.06	0	0.10	1	3	1	5.43	1
<i>New Horizon Tokyo Shoseki</i>	0.09	0.17	0	0	0	1	2	0	3.26	2
<i>One World Kyoiku</i>	0.13	0.20	0.07	0	0.22	0	1	1	2.62	3
<i>New Crown Sanseido</i>	0.20	0.33	0.14	0	0.33	0	0	1	2	4
<i>Columbus Mitsumura</i>	0.20	0.13	0.11	0.08	0.17	0	0	0	0.68	5
<i>Total English Gakko Toshio</i>	0	0	0	0	0	0	1	0	1	6

NNS: Non-native Speaker, OC: Outer Circle, EC: Expanding Circle

4.3.2.2 Senior-high-school coursebooks

Scores of ELF Feature 6-8

Here is the summary of ELF scores (Feature 6 – 8) of the 10 SHS coursebooks. I shall now look at the score of each feature using the analysis results taken from SHS coursebooks.

Table 4.11: Scores of ELF Features (Feature 6 – 8, contents of readings/topics)
(senior-high-school coursebooks)

Coursebook	ELF Feature 6	ELF Feature 7	ELF Feature 8	Total ELF score	Rank
	No. of chapters which contain coursebook ELF Traits 1.1-1.5	No. of different coursebook ELF traits (1.1-1.5) found	No. of Topics about OC and EC Countries other than Japan (1.6 Multicultural topics)		
<i>Crown</i> (Sanseido)	1	14	1	16	1
<i>Unicorn</i> (Buneido)	1	12	2	15	2
<i>Vista</i> (Daiichi)	1	1	2	4	3
<i>Polestar</i> (Suken)	1	1	1	3	4
<i>Pro-vision</i> (Kiri-hara)	0	0	1	1	5
<i>Power On</i> (Tokyo tosho)	0	0	1	1	6
<i>World Trek</i> (Kiri-hara)	0	0	1	1	7
<i>Exceed</i> (Sanseido)	0	0	0	0	8
<i>Vivid</i> (Daiichi)	0	0	0	0	9
<i>All Aboard</i> (Tokyo shoseki)	0	0	0	0	10

NNS: Non-native Speaker, OC: Outer Circle, EC: Expanding Circle

Explanation for ELF Feature 6 – 8 (SHS coursebooks)

The score of Feature 6 in Table 4.11 indicates the number of chapters which contain the ELF-issues 1.1-1.5 in a coursebook (see the list of ELF issues, above). The score of ELF Feature 7 is the numbers of *different* ELF-issues 1.1-1.5 found in a coursebook. Feature 8 is the number of the chapters which contain topics about OC countries and EC countries other than Japan in a coursebook.

More ELF-oriented senior-high-school coursebook

More ELF oriented coursebooks in terms of contents of reading and topics were *Crown* and *Unicorn*. The total scores were 16 in *Crown* and 15 in *Unicorn* (see Table

4.11, above). Whether coursebooks had chapters which contain coursebook ELF traits or not made a great difference on its Features 6 and 7. As it is obvious in Table 4.11, the six coursebooks other than *Crown*, *Unicorn*, *Vista* and *Polestar* included neither such chapters nor coursebook ELF traits (1.1-1.5). Thus, this Feature 7 might be more useful when coursebooks have at least one chapter which contains coursebook ELF traits.

4.4 Summary of the findings

4.4.1 Degree of ELF-orientation

Some coursebooks – both JHS and SHS – were more ELF-oriented than others. There were 5 JHS coursebooks that received points for representation and only one that did not. On the other hand, one SHS (*Exceed*) out of the 10 coursebooks was more ELF-oriented. The coursebook *Exceed* was outstanding when compared with the other 9 books. There were 3 SHS coursebooks which got some points but there were also 4 SHS coursebooks which got a score of 0 for representation. When we exclude the SHS coursebook *Exceed*, the rest of the coursebook scores look quite similar. *Exceed* is clearly unique in terms of representation among the analysed coursebooks.

Crown and *Unicorn* received high ELF scores (16 and 15) for their content. The rest of the coursebooks (including both SHS and JHS) scored below 5. If a coursebook included a chapter that contained any of the ELF issues, (such as in the case of *Crown* and *Unicorn*), the score was likely to go up. Unlike the JHS coursebooks that consisted mainly of dialogues, the SHS coursebooks (English II) normally consisted of readings. It was thus more likely that the SHS coursebooks would include a higher number of ELF issues than the JHS.

JHS coursebooks *Sunshine* and *New Horizon* each had a chapter containing ELF issues in the content of their sentences. The number of different ELF issues found within these coursebooks was lower than in SHS coursebooks *Crown* and *Unicorn*.

Some university coursebooks are more ELF-oriented than others in terms of their objectives, their representation of characters, and the English varieties that are

recorded in their audio materials. NNS English was only found in university audio materials.

4.4.2 Combination of representation, and contents of texts and topics

The ELF-features on representation and content of readings did not always coincide: some coursebooks were ELF-oriented in terms of representation, but not in terms of content. For instance, *All Aboard* was top in terms of representation but bottom in terms of content. Another example is the score of *Exceed* (SHS coursebook) was very high regarding ELF Features 1-5 (representation), but not high regarding ELF Features 6-8 (see Table 4.8 and 4.12). Third example is *New Crown* (JHS coursebook). Its ELF score for representation was the highest among all the books, while the ELF score for readings was not. At the same time, there were some coursebooks for which ELF scores were low in both representation, and contents of readings and topics: these were *Total English* (JHS coursebook), *Vivid* and *World Trek* (SHS coursebooks).

4.4.3 ELF-orientation in coursebooks at different levels and with different structures

It should be mentioned that the JHS coursebooks for 7th grade students had a very different style from the English-II coursebooks for senior-high school students. The JHS coursebooks mainly consisted of dialogues (with an average of 10 dialogues in a book), while the SHS coursebooks consisted of readings, and included dialogues at the beginning or end of a lesson. Thus, structural differences between the two should be taken into consideration when comparing ELF features among coursebooks at different levels.

Also, potential differences in the purposes of coursebooks should be considered. In the foregoing analysis, there were clearly unique purposes and styles to be found among university coursebooks in the private sector. Some university coursebooks were designed for specific purposes, such as studying English for going abroad and for using the Internet. These were the features that I could not find in coursebooks for the state sector.

4.4.4 Degree of ELF-orientation by publishers

New Crown (JHS coursebook, rank 1 in representation), *Exceed* (SHS coursebook, rank 2 in representation) and *Crown* (SHS coursebook, rank 1 in contents of reading and topics and; rank 3 in representation) were all published by the same company; *Sanseido*. I have not found any statement written by this publisher about their ELF-orientation policy – but I will continue to search.

To conclude, ELF-orientation was found in different forms and to different degrees according to the level and the objective of individual coursebooks: this was apparent in representation, in the content of various readings and topics, and in English varieties in audio materials. It is clear that there were some differences in the degree of ELF orientation by publishers. In the next chapter, I will discuss people's reactions to the ELF features that are discussed in this chapter.

Chapter 5

Analysis of attitudes of learners and teachers to ELF-oriented English language coursebooks and audiovisual materials

I am going to report the results of the questionnaire survey and focus-groups in this chapter. The results will be presented in the order of the questionnaire questions. Data from both students and teachers will be provided accordingly. The results are included in Appendices 5.1 – 5.20.

5.1 Attitudes of learners and teachers towards characters and situations for English uses

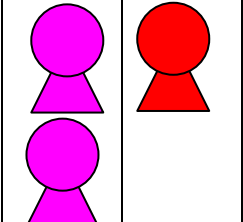
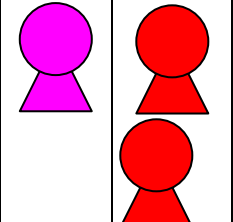
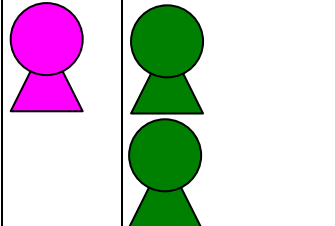
5.1.1 Origin of characters

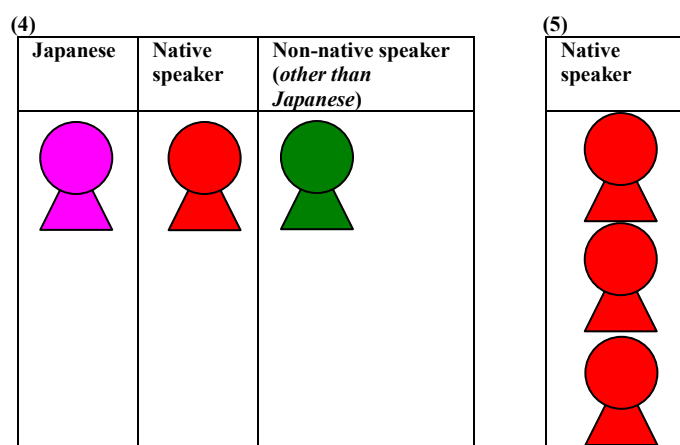
In Question 1 in Questionnaire Part 1 as presented below (see Appendix 3.2 for the whole questionnaire), the informants were asked to choose their preferred combination of characters out of five possible combinations. The five choices were: (1) 2 JPs and 1 NS, (2) 1 JP and 2 NSs, (3) 1 JP and 2 NNSs (strongly ELF-oriented), (4) 1 JP, 1 NS and 1 NNS (strongly ELF-oriented), and (5) 3 NSs (weakly ELF-oriented) (for these terms, see Chart 1, Strength of EFL orientation in Appendix 3.3).

Question 1 Suppose you are going to choose three main characters for an English coursebook.

Which one of the following combinations of main characters would you like to have most in your English coursebook? Please write the number you choose (one only) in the brackets below. Could you also tell me why you chose these characters in the space provided below?

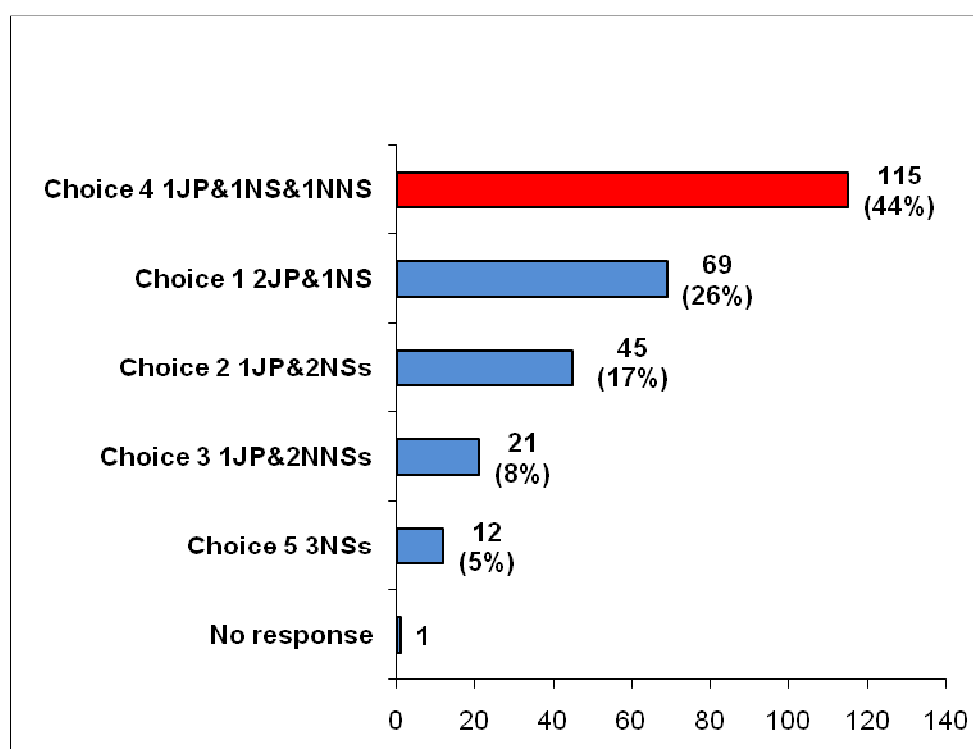
Characters who speak English as a mother tongue (so-called ‘native speakers’) are shown in red. Characters whose mother tongue is not English (so-called ‘non-native speakers’) are shown in green. Characters from Japan are shown in pink.

(1)	(2)	(3)
Japanese	Japanese	Japanese
Native speaker	Native speaker	Non-native speaker (other than Japanese)
		



The combination of 1 JP, 1 NS and 1 NNS (Choice 4) was the preferred choice of both JHS and SHS students. A total of 44 percent of the JHS students and 55.9 percent of the SHS students chose it (see Figure 5.1 and 5.2, following).

Figure 5.1: Responses of junior-high-school students to Question 1 (N = 263)

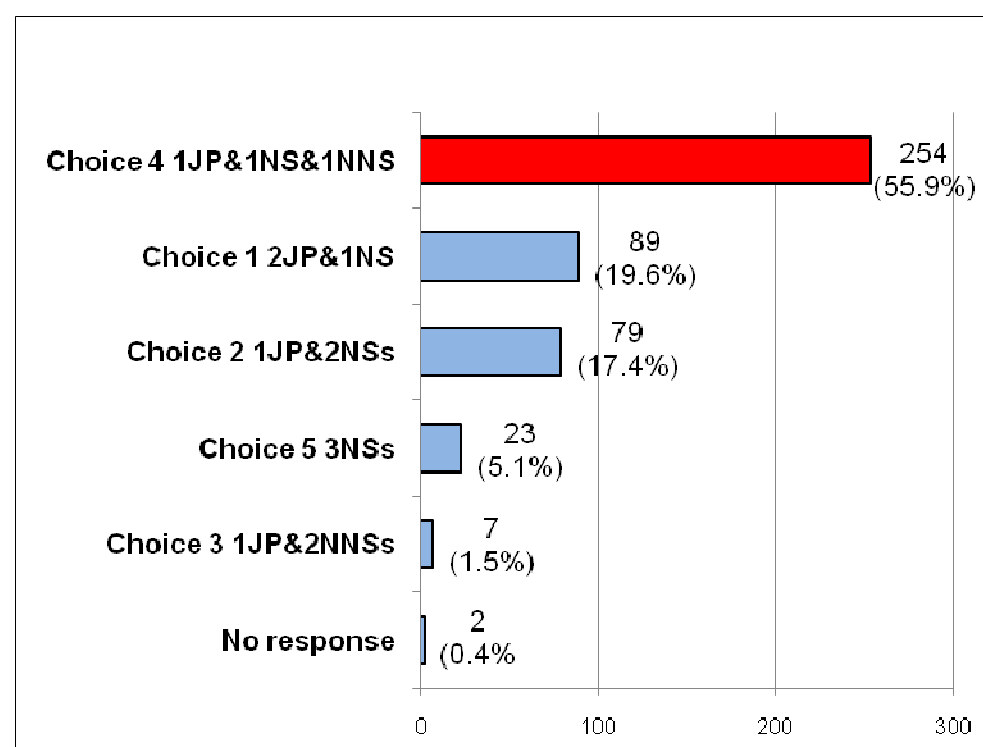


JP: Japanese, NS: Native Speaker, NNS: Non-native Speaker

Question 1 Suppose you are going to choose three main characters for an English coursebook. Which one of the following combinations of main characters would you like to have most in your English coursebook?

(1) 2 JPs and 1 NS, (2) 1 JP and 2 NSs, (3) 1 JP and 2 NNSs, (4) 1 JP, 1 NS and 1 NNS, (5) 3 NSs

Figure 5.2: Responses of senior-high-school students to Question 1 (N = 454)



JP: Japanese, NS: Native Speaker, NNS: Non-native Speaker

Question 1 Suppose you are going to choose three main characters for an English coursebook. Which one of the following combinations of main characters would you like to have most in your English coursebook?

(1) 2 JPs and 1 NS, (2) 1 JP and 2 NSs, (3) 1 JP and 2 NNSs, (4) 1 JP, 1 NS and 1 NNS, (5) 3 NSs

Regarding the reasons for choosing this combination (Choice 4), many students explained that it included several characters that had different backgrounds. More specifically, they mentioned that having such characters was good so that they could see different opinions, values, customs and culture. The following are a few examples of their written comments:

- I thought the content [of the coursebook] would become interesting because the **values** of the three people were different from each other.
- I think it [the coursebook] will become more interesting if it features **differences in ways of thinking** and in **cultures**.
- I think it is more interesting if there are **thoughts** of mother-tongue speakers and those of non-mother-tongue speakers.
- I think it is better if it [the coursebook] features people who have **various ideas** regarding English.
- I thought it was necessary to include **opinions from different perspectives**.
(Emphasis added. For the summary of all the comments, see Appendix 5.1)

Some students wrote that the combination (Choice 4) was familiar to them. They said that they had seen a similar combination of characters in the coursebook they had previously used.

- It was similar to the one [I used] in junior-high school.
- It was the combination of the coursebook in junior-high school, and I got used to it.
- The coursebook [I used] in junior-high school was like that.
- When I was in junior-high, Chinese, Japanese and American characters were featured. It was easy to follow and it was interesting because various cultures were included.

The focus-group data also showed that the students felt positive about the combination of characters (1 JP, 1 NS and 1 NNS), and the great variety in particular. Before each focus-group session, the participants were asked to talk about their own experiences as users of English coursebooks, particularly which nationalities were featured in the coursebooks that they had previously used. The participants were then asked the question at the beginning of the following extract.

Niigata SHS, Student's focus-group

Researcher(R): 皆さんは、この様なたくさんの、国籍が、国籍の登場人物が教科書に登場することに、どう思いますか。

Male Student 1(MS1): バリエーション豊富で面白い。

...

R: それ以外には？

Male Student 2(MS2): 面白いです。

R: What do you think about the wide variety of nationalities, and characters with various nationalities in the English coursebook?

MS1: It's fun to have a variety of characters.

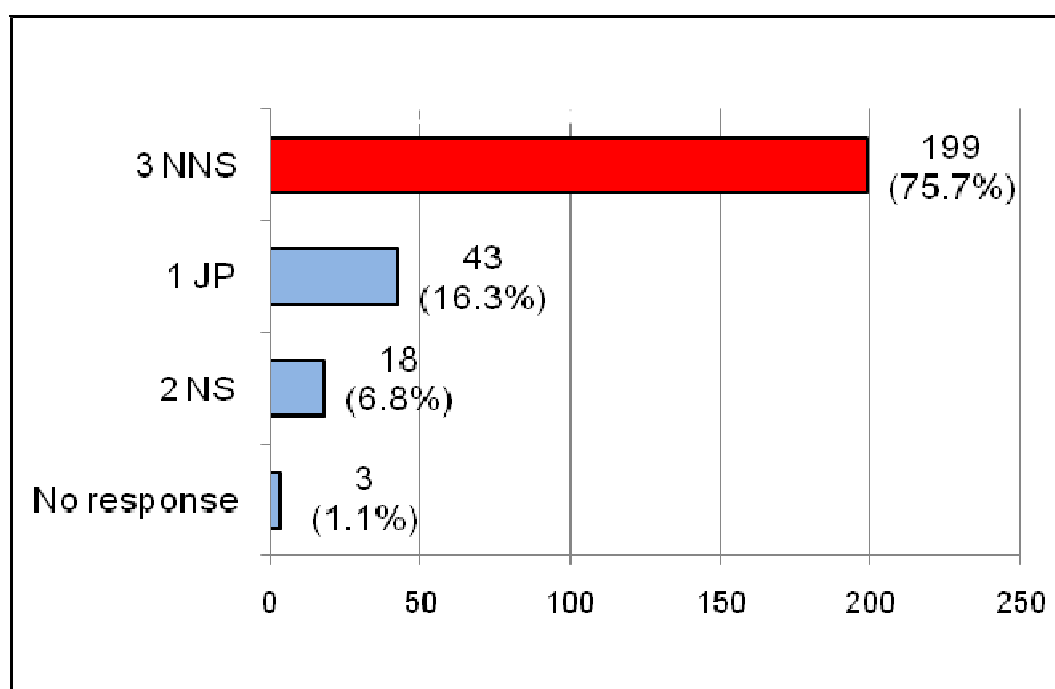
...

R: Any other comments?

MS2: It's fun.

In Question 2 (Questionnaire Part 1), the students were asked to exclude one from three characters: (1) one JP, (2) one NS, and (3) one NNS. The majority of the students (75.5% of the JHS and 81.3% of the SHS students) chose to exclude one NNS (see Figures 5.3 and 5.4).

Figure 5.3: Responses of junior-high-school students to Question 2 (N = 263)

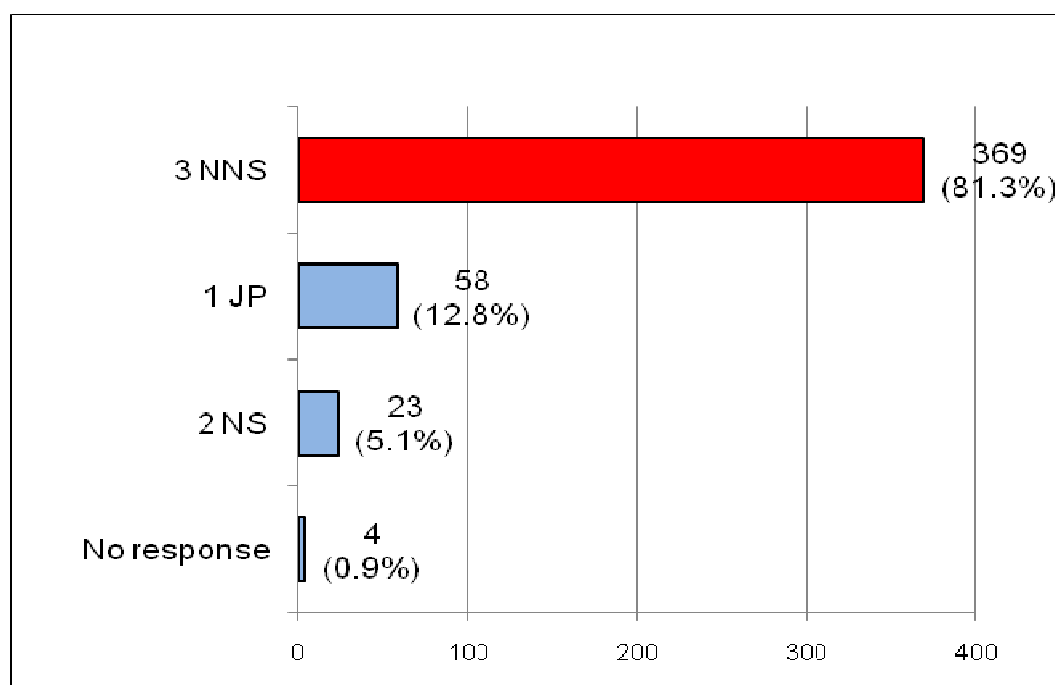


JP: Japanese, NS: Native Speaker, NNS: Non-native Speaker

Question 2 If you were to choose only two characters (for a dialogue in an English coursebook) from the following three characters, which one would you exclude?

(1) Japanese, (2) Native speaker, (3) Non-native speaker (other than Japanese)

Figure 5.4: Responses of senior-high-school students to Question 2 (N = 454)



JP: Japanese, NS: Native Speaker, NNS: Non-native Speaker

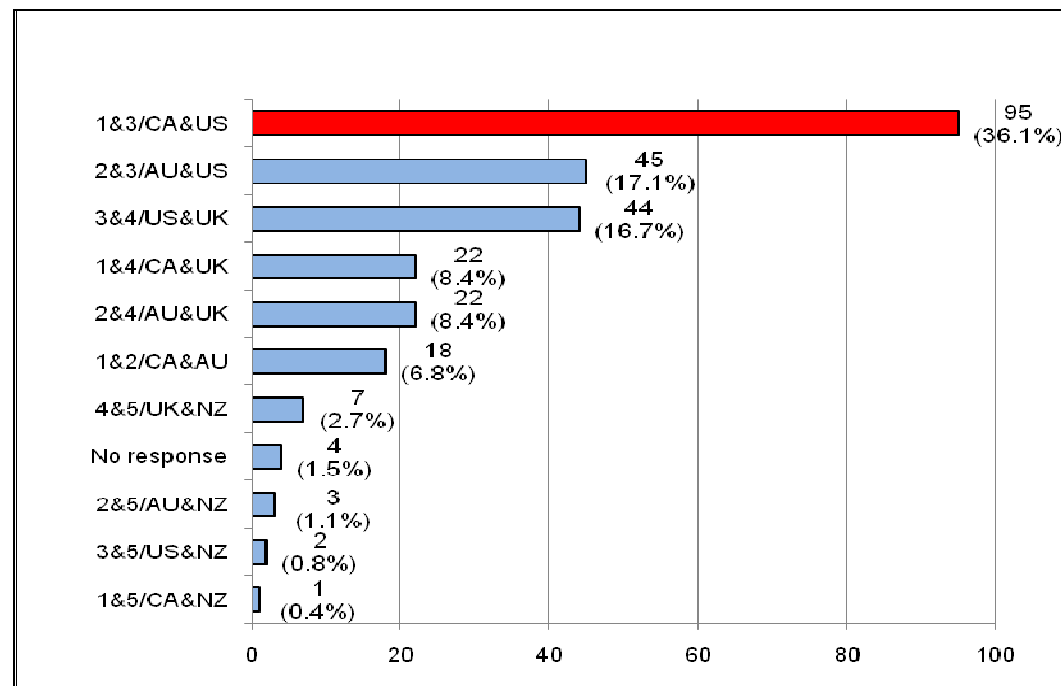
Question 2 If you were to choose only two characters (for a dialogue in an English coursebook) from the following three characters, which one would you exclude?

(1) Japanese, (2) Native speaker, (3) Non-native speaker (other than Japanese)

Question 3 (Questionnaire Part 1) investigated whether the informants preferred particular nationalities for the NS characters or not. They were asked to choose two NS characters from five IC countries: Canada, Australia, the United States, the United Kingdom and New Zealand.

The United States was included in the top three combinations chosen by both the JHS and SHS students (see Figures 5.5 and 5.6). Apart from this similarity, the rankings of the combinations were different for the two types of school. As shown in Figure 5.6, more than half (52%) of the SHS students chose the combination of the United States and the United Kingdom.

Figure 5.5: Responses of junior-high-school students to Question 3 (N = 263)

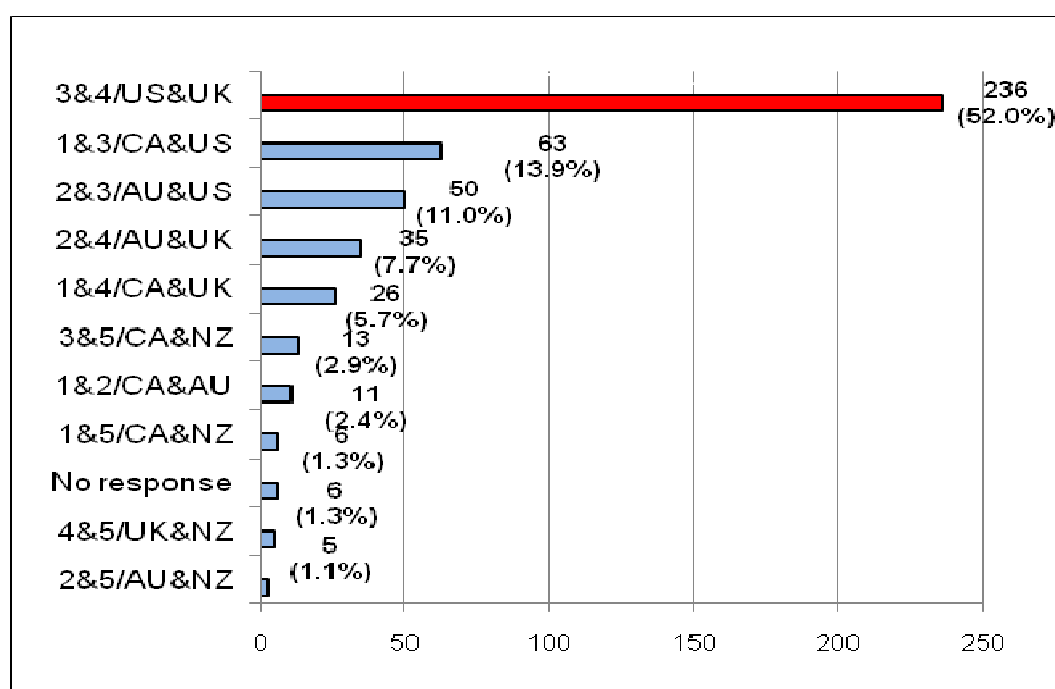


AU: Australia, CA: Canada, NZ: New Zealand

Question 3 If you were to choose two native-speaking characters from the following (1) to (5), who would you choose?

(1) Canadian, (2) Australian, (3) American, (4) British, (5) New Zealander

Figure 5.6: Responses of senior-high-school students to Question 3 (N = 454)



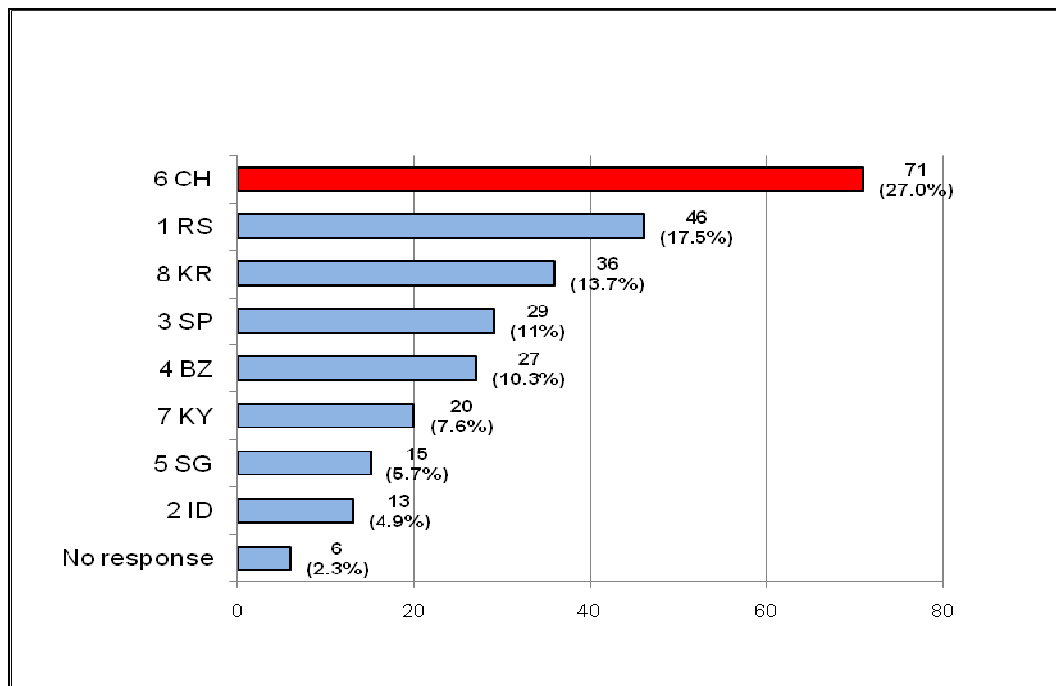
AU: Australia, CA: Canada, NZ: New Zealand

Question 3 *If you were to choose two native-speaking characters from the following (1) to (5), who would you choose?*

(1) Canadian, (2) Australian, (3) American, (4) British, (5) New Zealander

Question 4 examined whether the informants had any preferences regarding NNS characters from the following eight countries: Russia, India, Spain, Brazil, Singapore, China, Kenya and Korea. A character from China was ranked top by both the JHS and SHS students (see Figures 5.7 and 5.8, following). This might indicate their great interest in this growing country and the future partnership between China and Japan. The rest of the rankings, however, differed from each other.

Figure 5.7: Responses of junior-high-school students to Question 4 (N = 263)

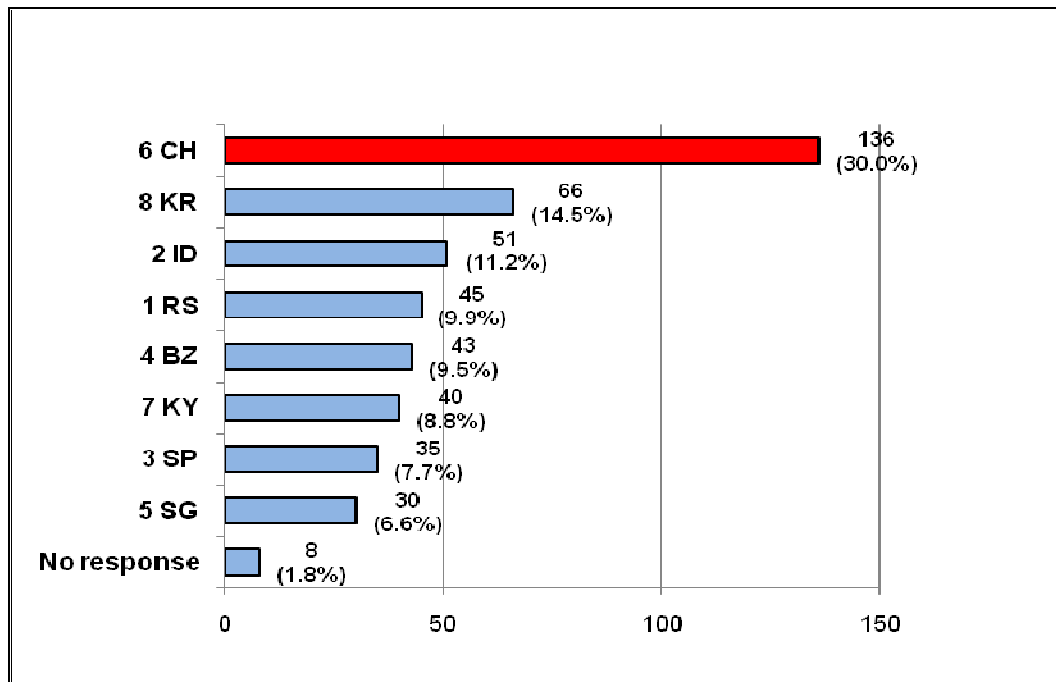


BZ: Brazil, CH: China, ID: India, KR: Korea, KY: Kenya, RS: Russia, SG: Singapore, SP: Spain

Question 4 If you were to choose one non-native-speaking character from the following (1) to (8), who would you choose?

(1) Russian, (2) Indian, (3) Spanish, (4) Brazilian, (5) Singaporean, (6) Chinese, (7) Kenyan, (8) Korean

Figure 5.8: Responses of senior-high-school students to Question 4 (N = 454)



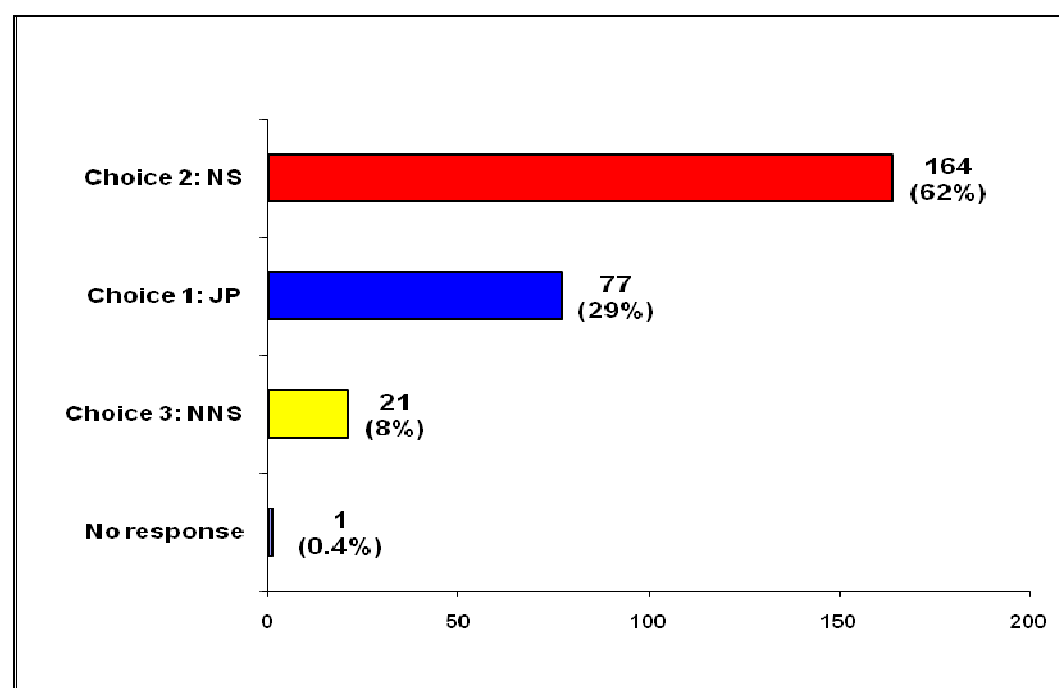
BZ: Brazil, CH: China, ID: India, KR: Korea, KY: Kenya, RS: Russia, SG: Singapore, SP: Spain

Question 4 If you were to choose one non-native-speaking character from the following (1) to (8), who would you choose?

(1) Russian, (2) Indian, (3) Spanish, (4) Brazilian, (5) Singaporean, (6) Chinese, (7) Kenyan, (8) Korean

In relation to the informants' preferences regarding the origin of the characters/groups of speakers, Question 5 asks which character informants want to talk a lot. The following figures (Figures 5.9 and 5.10) indicate the preferred speaker by the students out of the three possibilities (NS, NNS and JP). The majority of the students wanted the NS to speak most among the three.

Figure 5.9: Responses of junior-high-school students to Question 5, preferred speaker (N = 263)

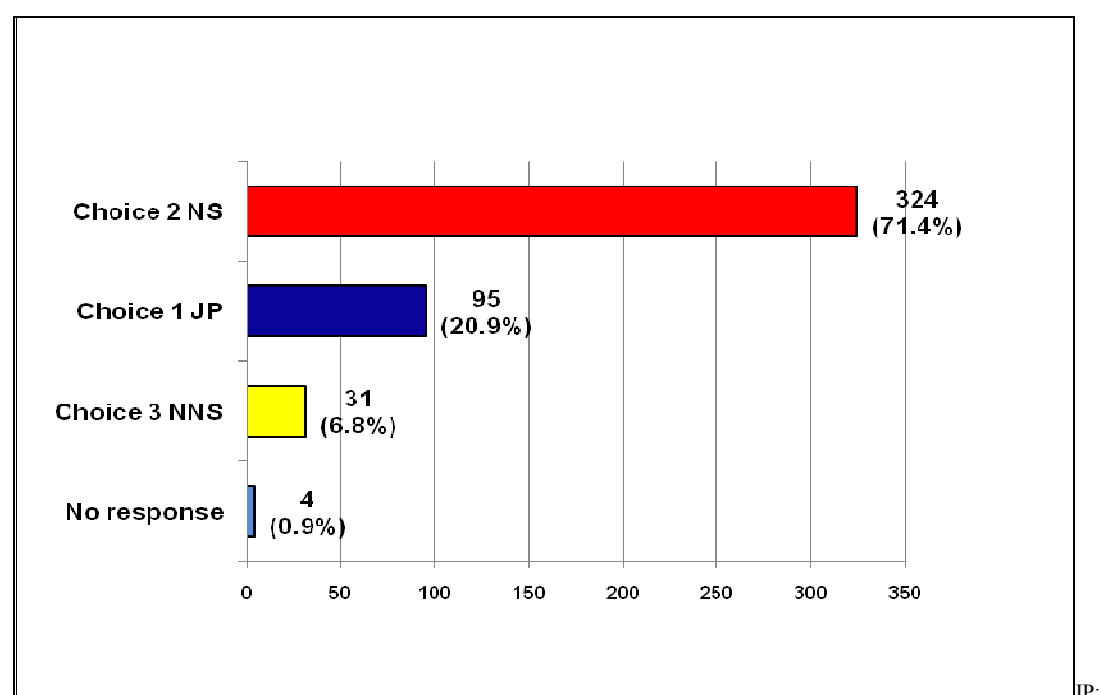


JP: Japanese, NS: Native Speaker, NNS: Non-native Speaker

Question 5 Suppose the following three characters are represented in a dialogue in your English coursebook. Which one of the characters do you want to say more words than the other characters in the dialogue? Please choose one most preferred speaker.

(1) Japanese, (2) Native speaker, (3) Non-native speaker (other than Japanese)

Figure 5.10: Responses of senior-high-school students to Question 5, preferred speaker (N = 454)



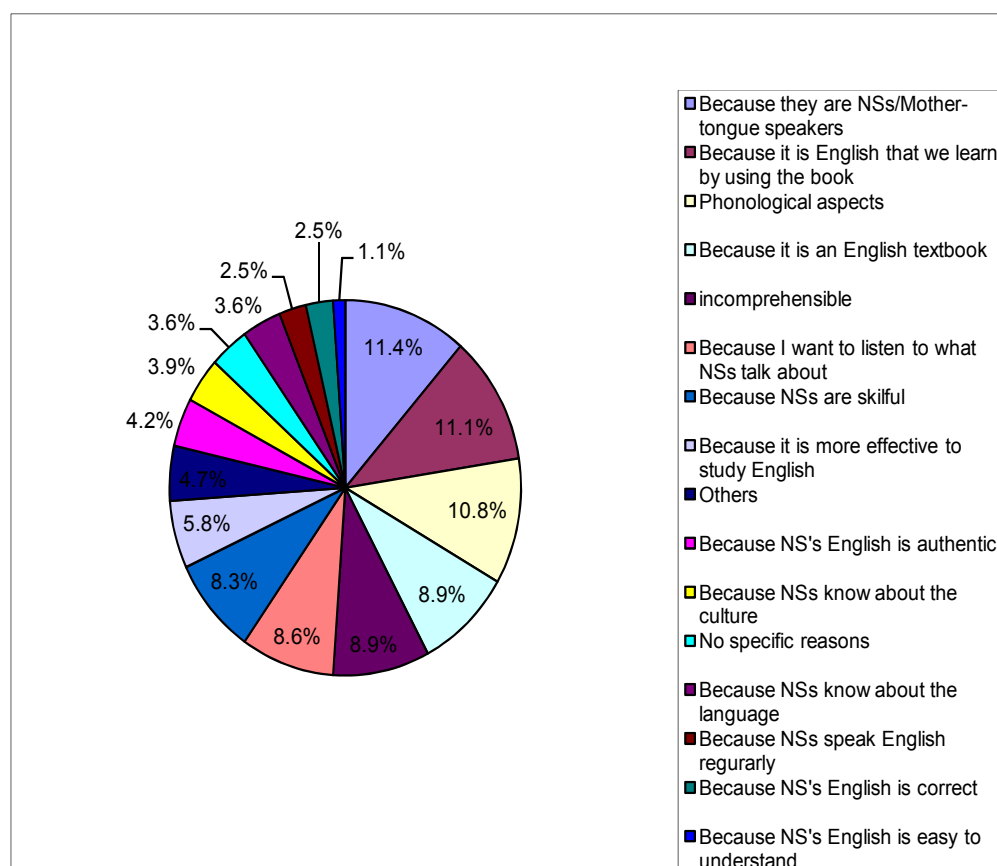
Japanese, NS: Native Speaker, NNS: Non-native Speaker

Question 5 Suppose the following three characters are represented in a dialogue in your English coursebook. Which one of the characters do you want to say more words than the other characters in the dialogue? Please choose one most preferred speaker.

(1) Japanese, (2) Native speaker; (3) Non-native speaker (other than Japanese)

I was interested in why the informants made such a choice (see Figure 5.11, below). Three hundred and sixty informants (including 350 students and 10 teachers), approximately 74 percent of the total of 484, wrote down their reason after the selection. In their answers, 72 informants (20.0 %) said that they chose an NS as a preferred speaker because that it is an English coursebook and people study English language by using it.

Figure 5.11: Reasons for choosing a native speaker as the most preferred speaker (junior-high-school and senior-high-school students) (N = 360)



NS: Native Speaker

In addition, 41 informants (11.4 %) chose NSs simply because they are NSs. This may support the above assumption that there is a certain image of the characters featured in an English coursebook. English coursebooks feature NSs - such an image may have led the informants to choose NSs just because they are NSs. It could be pointed out that there is a certain circularity in their reasoning.

Some informants provided more detailed reasons (see Figure 5.11, above). They wanted NSs because: their command of English is high ('skilful' in their words, 30 informants); their English is authentic (15) and correct (9); and they know a lot about the language (13). In relation to NSs' knowledge, 14 students wrote that they chose NSs because they wanted them to talk about English-speaking (and foreign) culture(s).

5.1.2 Pronunciation of characters

What is worth noting is how the informants related the characters with their pronunciation in their answers to Question 5 of the questionnaire. Regarding the reasons for choosing a NS as the preferred speaker (Figure 5.11, above), I found that some were related to the speaker's pronunciation (phonological aspects (10.8%)). The reasons were categorised into four groups: nativeness, authenticity, correctness and skilfulness of the NS's spoken English. Here are some students' written responses from the questionnaire:

Question: Could you also tell us why you chose the character?

Nativeness

- I want to *hear* the pronunciation of NSs.
- I want to *hear* the English spoken by NSs.

Authenticity

- I want to *hear* authentic pronunciation as spoken in English-speaking countries.
- I want to *hear* living English.
- I want to *hear* real English.

Correctness

- I think the pronunciation and accent (of NS) is correct.
- Because they speak with correct pronunciation.
- Their pronunciation is proper.

Skilfulness

- The pronunciation (of NS) is supposed to be good.
 - NSs are better at pronunciation (than the others).
- (My emphasis added; for all of the written comments, see Appendix 5.2)

A similar response was found in the focus-group data:

Shizuoka SHS, Focus group

Researcher (R): どの人をもっと教科書の中でみたいなのか、何か感想はありますか。特にないも含めて、教えて下さい。

R: Wさんどうですか。

Female student 2(FS2): 先生役の、あの、CDが一番発音がきれいだったと思うんで、それをもっと聞きたいです。

R: 先生役の何処出身の人でしたか。

FS2: カナダ? グリーン先生っていたよね?

R: Regarding who you want to see more in your coursebook and so on, do you have any thoughts? Please tell me even if it is 'nothing in particular'.

FS2: Um...I think the CD, the pronunciation of the person who played the teacher was the most beautiful, and so I would like to hear it more.

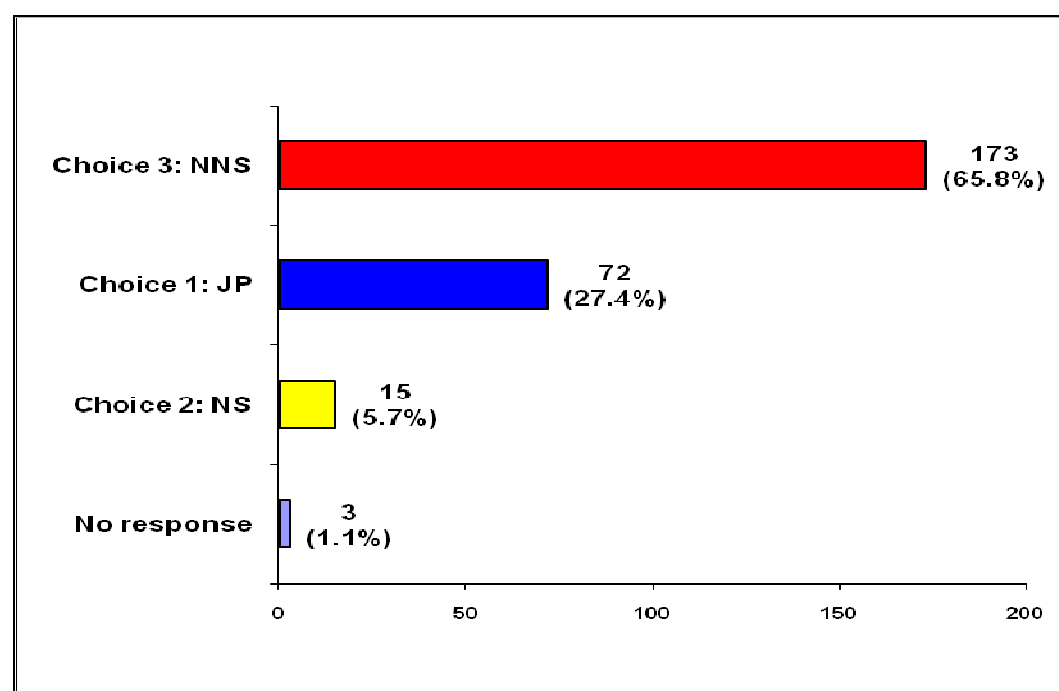
R: Where does the teacher come from?

FS2: Canada? There was a teacher called Mr./Ms. Green, wasn't there?

Without being asked, the student (Female 2 (F2)) associated the character with his/her pronunciation. The question was merely about whom she wanted to *see* featured in a coursebook (*not* wanted to *hear* in audio materials), but her thoughts went to the pronunciation of the character. She explained that the pronunciation is the reason why she wanted to have the Canadian teacher in the materials.

To summarise, the informants wanted NSs to speak most because they speak native-like English. More specifically, they thought that native-like English was better because its pronunciation was authentic, correct, good (literally meaning ‘good’ as distinct from ‘skilful’) and skilful. The reverse was true in their answers to the question about why they chose an NNS as their least preferred speaker (see Figure 5.12, below).

Figure 5.12: Responses of junior-high-school students to Question 5, least preferred speaker (N = 263)

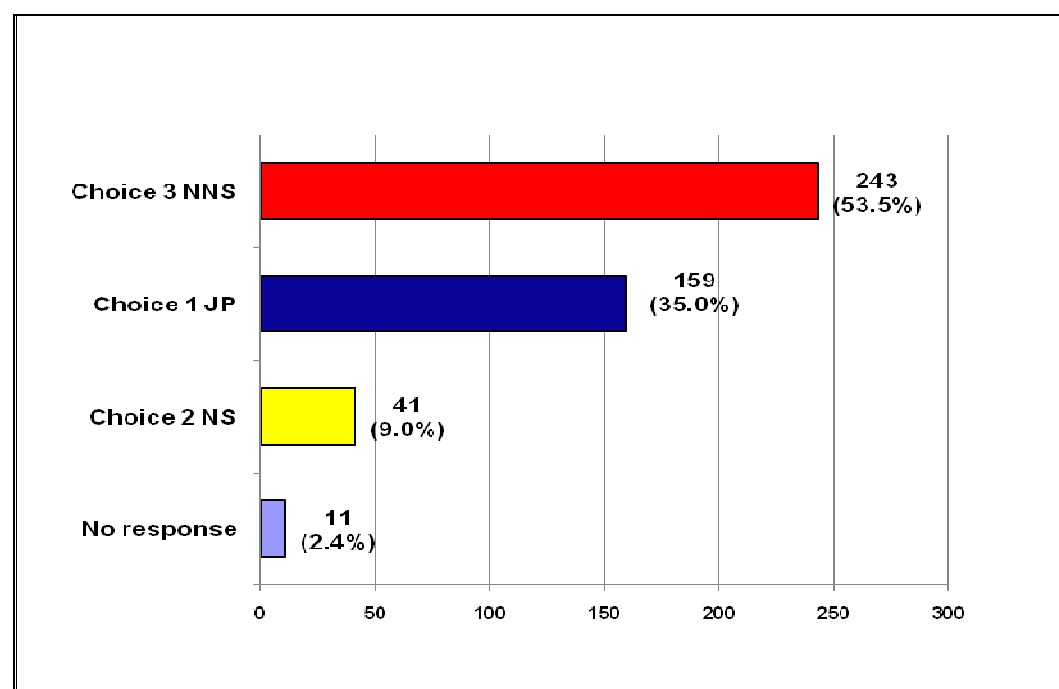


JP: Japanese, NS: Native Speaker, NNS: Non-native Speaker

Question 5 Suppose the following three characters are represented in a dialogue in your English coursebook. Which one of the characters do you want to say more words than the other characters in the dialogue? Please choose one least preferred speaker.

(1) Japanese, (2) Native speaker, (3) Non-native speaker (other than Japanese)

Figure 5.13: Responses of senior-high-school students to Question 5, least preferred speaker (N = 454)



JP: Japanese, NS: Native Speaker, NNS: Non-native Speaker

Question 5 Suppose the following three characters are represented in a dialogue in your English coursebook. Which one of the characters do you want to say more words than the other characters in the dialogue? Please choose one least preferred speaker.

(1) Japanese, (2) Native speaker, (3) Non-native speaker (other than Japanese)

Their written answers included:

Accentedness

- The pronunciation seems to be bad.
- The pronunciation has an accent.
- The pronunciation seems to be different from that of NS.

Model

- We may learn English incorrectly because of the accent.
- Because I want Japanese people to learn proper pronunciation.
- I do not want to learn strange English.

(for all of the written comments, see Appendix 5.2)

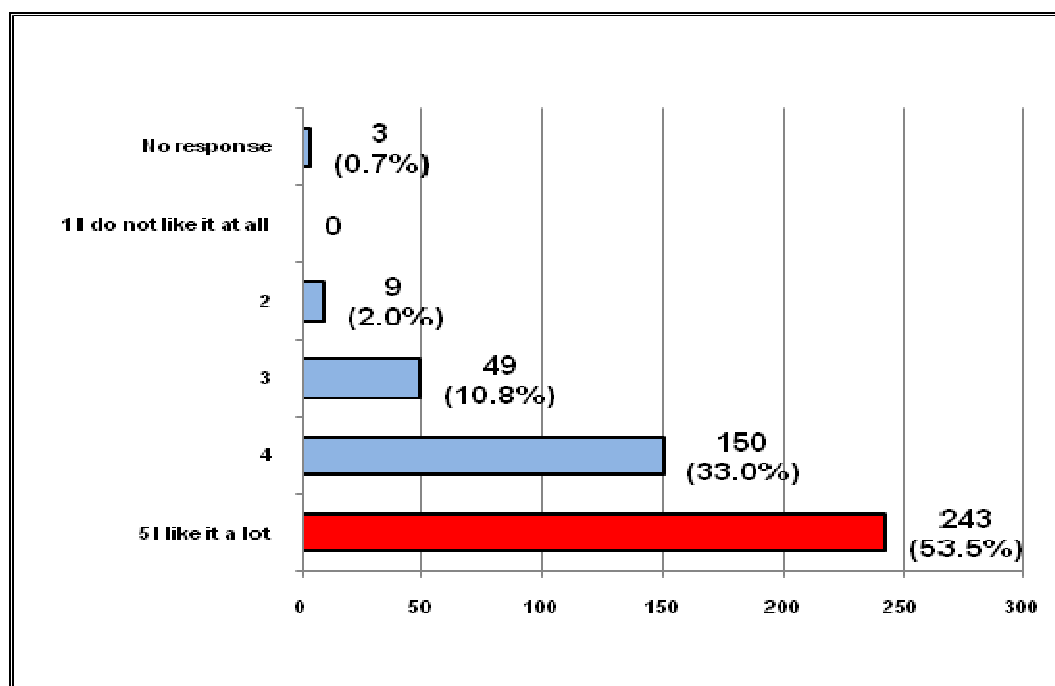
As shown above, there were some students who associated the characters with their spoken English. However, in reality, NSs are used instead of Japanese and NNSs in the current audio materials. Even the lines of Japanese characters are read by NSs, but the students still want NSs featured in their coursebooks (and audio materials) because of their pronunciation. Although I cannot include their attitudes in the current study, I am interested in why publishers chose to do this and I intend to investigate it more fully in the future.

5.1.3 Instances of communication

In Question 6, the students were asked to indicate their preferences regarding the instances of communication to be included in an English coursebook. The instances of communication they judged were (1) communication between a JP and a NS; (2) communication between a JP and a non-JP NNS; (3) communication between NSs; (4) and communication between non-JP NNSs. The students and teachers rated each communication instance using a five-point-scale (5 = I like it a lot, 1 = I do not like it at all).

The questionnaire data showed that the communication between a JP and an NS was the preferred instance (see Figure 5.14, below). The majority of SHS students felt positive about the communication instance. The data from JHS students was similar to those of the SHS students (see and compare the figures, following). I attach the results for the teachers as Appendix 5.3.

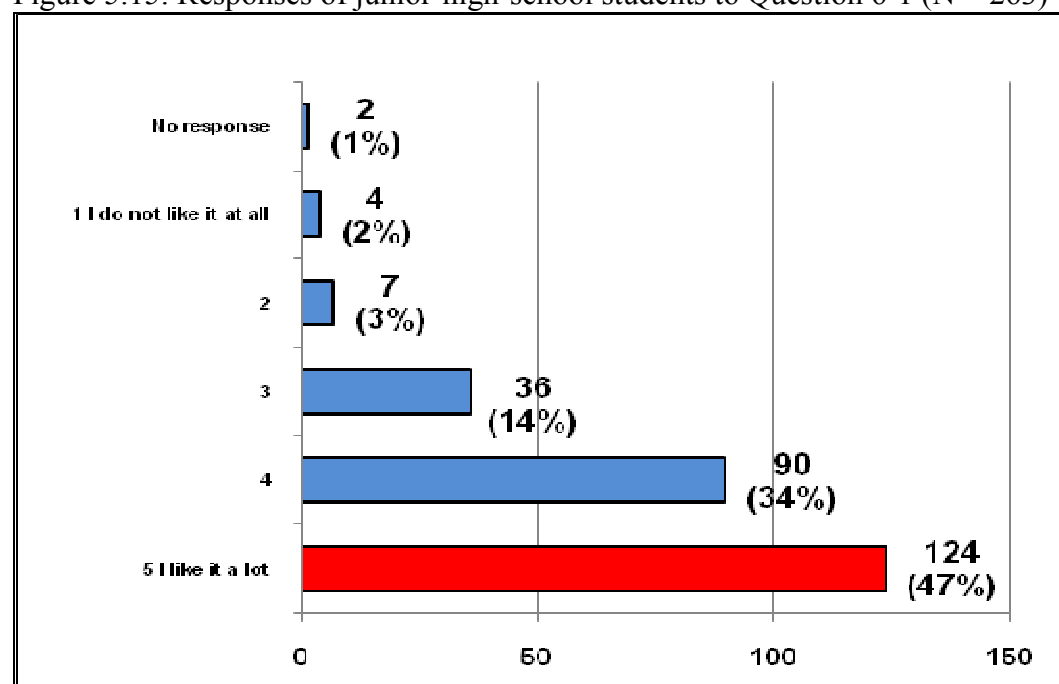
Figure 5.14: Responses of senior-high-school students to Question 6-1 (N = 454)



Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)

(1) Japanese and Native speaker, (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker, (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Figure 5.15: Responses of junior-high-school students to Question 6-1 (N = 263)



Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number.

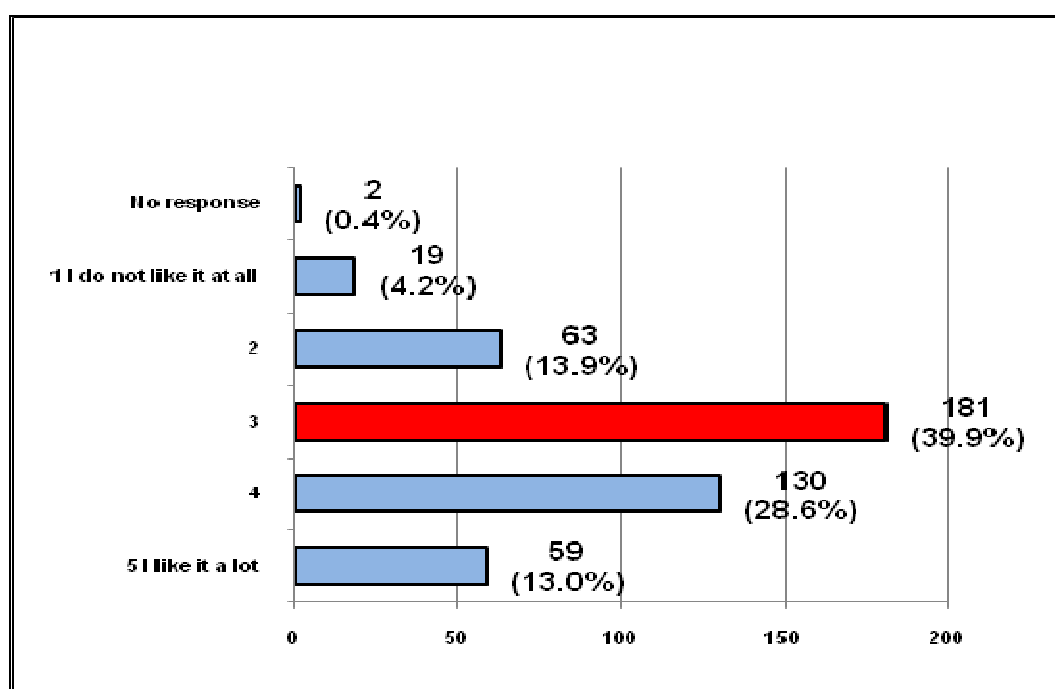
(5 = I like it a lot, 1 = I do not like it at all)

(1) Japanese and Native speaker; (2) Japanese and Non-native speaker (other than Japanese); (3) Native speaker and Native speaker; (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

There seems to be a preference for JP-NS dialogues over dialogues exclusively between NSs (cf. Figures 5.14, 5.15, 5.18 and 5.19). Similarly, there seems to be a preference for Japanese-NNS dialogues over dialogues exclusively between NNSs (cf. Figures 5.16, 5.17, 5.20 and 5.21). This may be because, despite whether an NS or an NNS is involved, students want a Japanese character to participate in a dialogue.

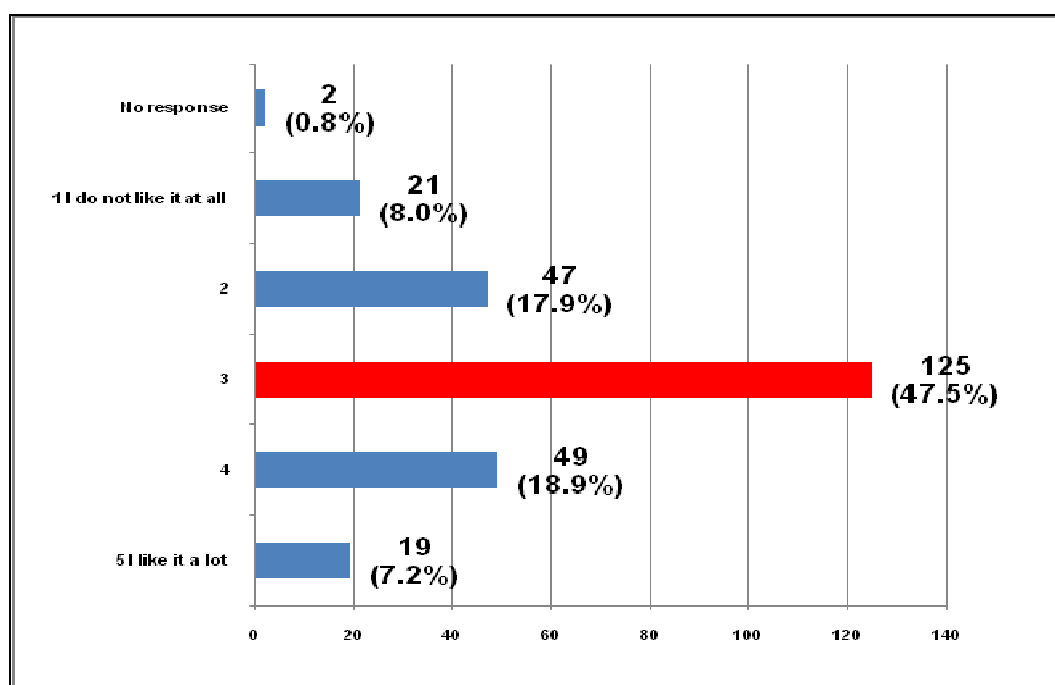
Their preference for communication between a JP and an NS becomes clearer when it is compared with their responses to the communication between a JP and an NNS. Communication between a JP and an NNS was (comparatively) less favoured by the students (see Figures 5.14, 5.15, 5.16 and 5.17). Similarly, regarding communication between NSs and that between NNSs, the students felt more positive about the former and less positive about the latter (see Figures 5.18, 5.19, 5.20 and 5.21).

Figure 5.16: Responses of senior-high-school students to Question 6-2 (N = 454)



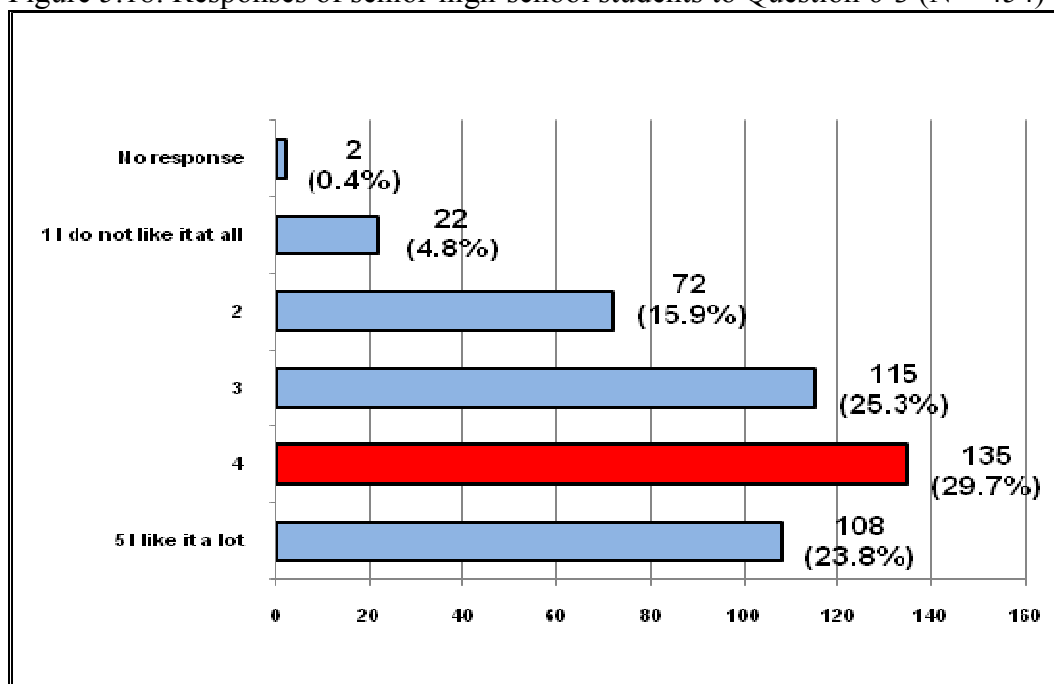
Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all) (1) Japanese and Native speaker; (2) Japanese and Non-native speaker (other than Japanese); (3) Native speaker and Native speaker; (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Figure 5.17: Responses of junior-high-school students to Question 6-2 (N = 263)



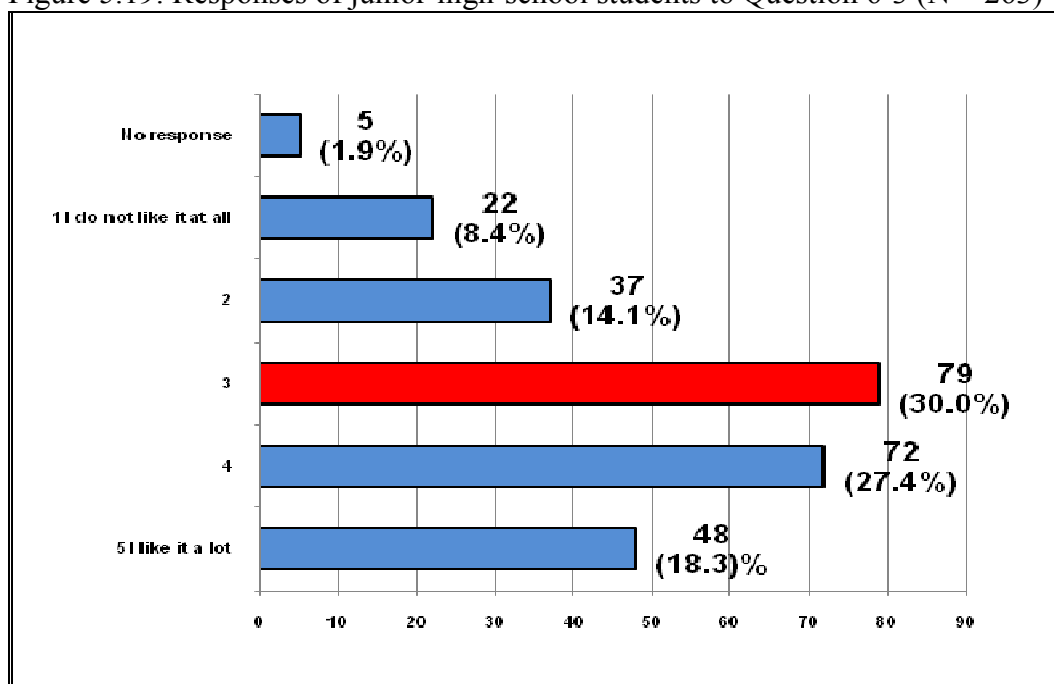
Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all) (1) Japanese and Native speaker; (2) Japanese and Non-native speaker (other than Japanese); (3) Native speaker and Native speaker; (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Figure 5.18: Responses of senior-high-school students to Question 6-3 (N = 454)



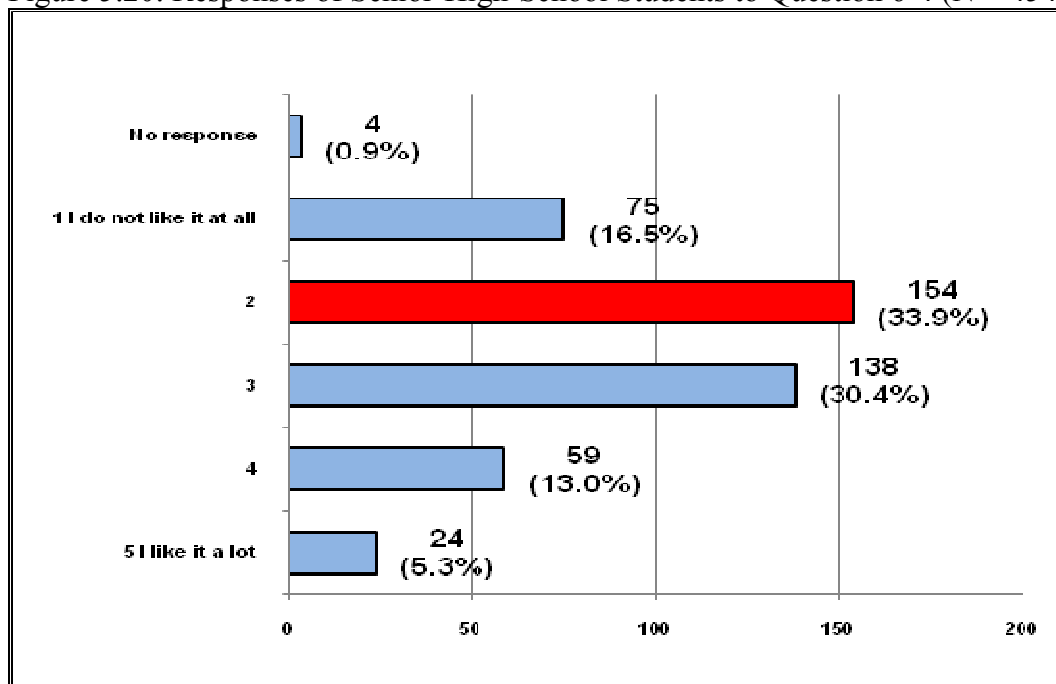
Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)
 (1) Japanese and Native speaker, (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker, (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Figure 5.19: Responses of junior-high-school students to Question 6-3 (N = 263)



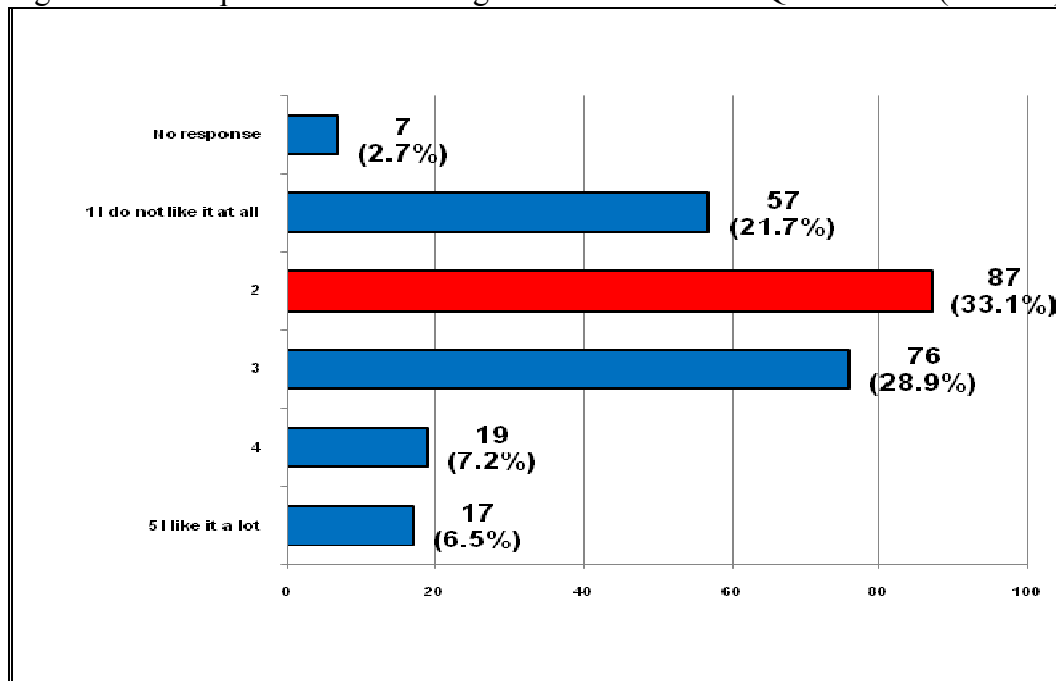
Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)
 (1) Japanese and Native speaker, (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker, (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Figure 5.20: Responses of Senior-High-School Students to Question 6-4 (N = 454)



Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all) (1) Japanese and Native speaker; (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker; (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Figure 5.21: Responses of Junior-High-School Students to Question 6-4 (N = 263)



Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all) (1) Japanese and Native speaker; (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker; (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Regarding Question 6 (Part 1), the focus-group participants were firstly asked to talk about their own experiences as an English user. In particular, I asked if they had ever had an opportunity to use English to communicate with NNSs. If they had, they were asked to explain the details; for instance, to state with whom they used English (instance of communication), and when and where this happened (place and occasion). Here are two examples from the focus-group data:

Extract 1

Niigata SHS, Student's focus-group (13:30)

Female Student 1(FS1): 私、中学校の時に、あの、フランス人のALTがいらっしゃった時があって、その人英語をよく話すんですけど、その人と、え、英語で会話したことがあります。

FS1: When I was in junior-high, um, a French ALT [Assistant Language Teacher] came [to my school], the person speaks English very well, and I had a chance to talk with him/her.

Extract 2

Niigata SHS, Student's focus-group (13:52)

Female Student 2(FS2): 中学の時に、あの、ピョンヤン？じゃなくて、ハルビンからきた、学生と、学校の行事で、お互い ... あんまり英語得意なあれではなかったんですけど、片言で。

FS2: When I was in junior-high, with students from, let me think, Pyongyang?, no, Harbin, at a school event. Neither of us ... are that good at English, but, in broken English.

The participants from the other focus group and a class interview (Shizuoka SHS) also talked about their ELF experiences with students from China. From these extracts, we can see that these students had ELF experiences while in Japan. When asked about communication between NNSs in an English coursebook, one student expressed her view as follows:

Shizuoka SHS, Class interview 2 (7:30)

Researcher(R): ノンネイティブ、ノンネイティブ同士の会話が、英語科の教科書の中に現れる。それは自然なことですか。何か思うところがありますか。... ノンネイティブ同士のコミュニケーションが英語科の教科書に登場する。

Female Student 3(FS3): 将来は、普通になると思うけど、今はまだちょっと変だと思います。

R: Conversations between non-native speakers are featured in English coursebooks. Do you think it is natural? Do you have any thoughts? ... Communication between non-native speakers is featured in English coursebooks.

FS3: I think, in the future, it will be taken for granted, but for now I think it is a bit strange.

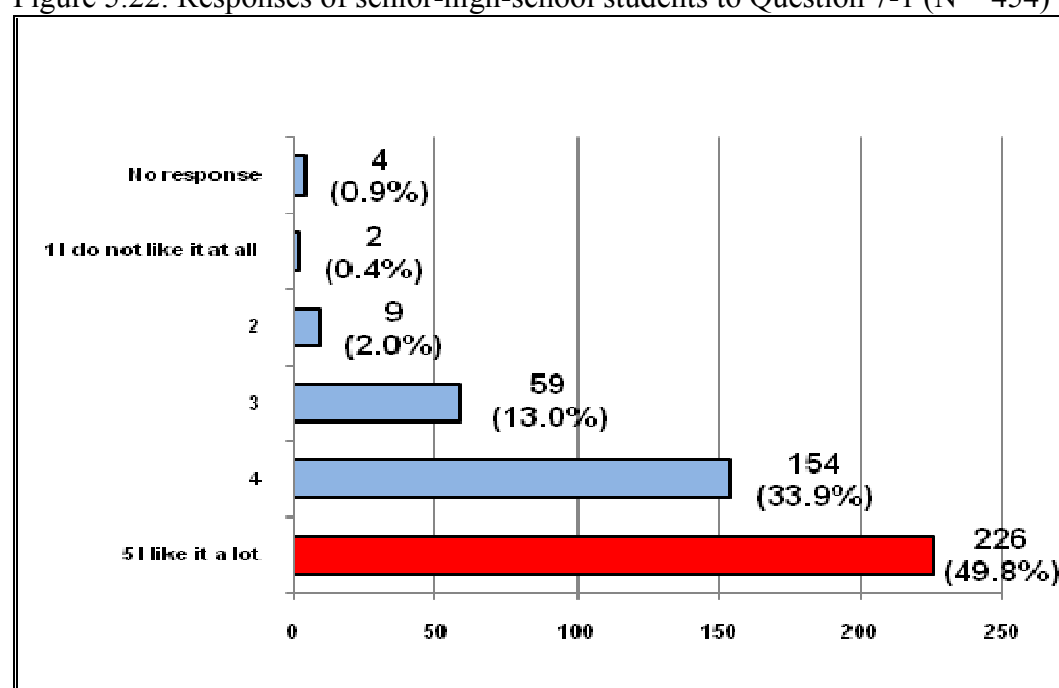
5.1.4 Location of dialogues

In Question 7, the students rated the places where conversations (English use) takes

place in the dialogues in an English coursebook. They indicated how much they liked the following four on a five-point-scale: (1) IC countries, (2) OC countries, (3) EC countries other than Japan, and (4) Japan.

The students evaluated IC countries most positively as the places for the dialogues to take place. Almost half of the students rated it 5 (I like it a lot). On the other hand, less than 10 percent of the students chose 5 for EC countries other than Japan (see Figures 5.22 and 5.24).

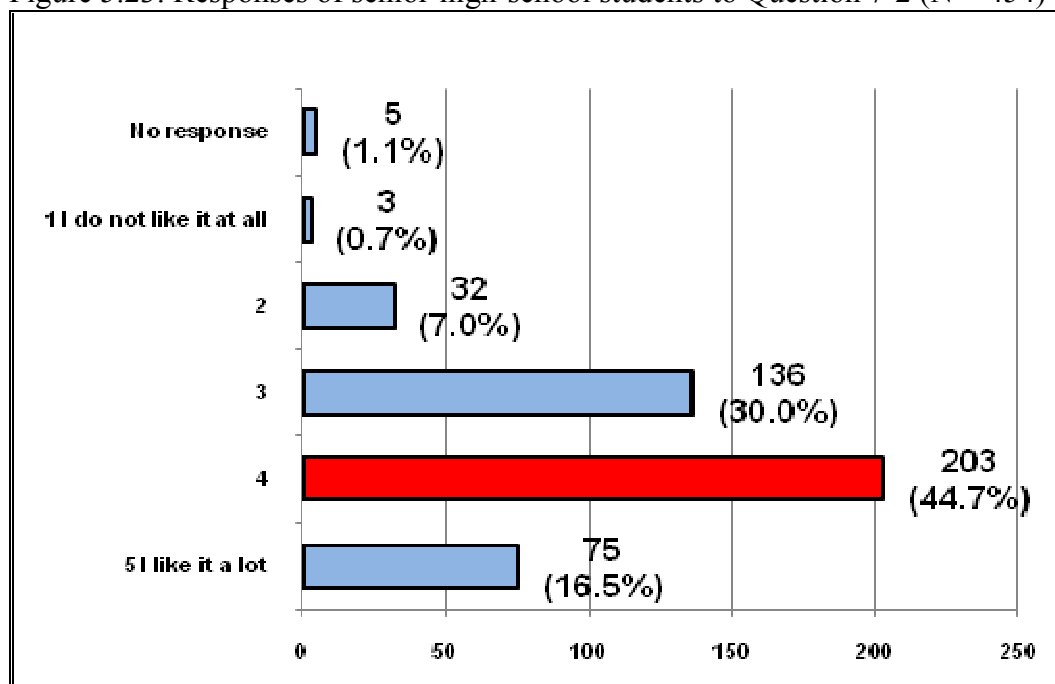
Figure 5.22: Responses of senior-high-school students to Question 7-1 (N = 454)



Question 7 How would you prefer to have the following (1) – (4) as places where dialogues take place in your English coursebook? For each place, please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)

- (1) Country where English is used as a mother tongue (or a first language)
- (2) Country where English is used as an official language (or a second language) (e.g. Singapore, India and Kenya)
- (3) Country where English is used as a foreign language (other than Japan) (e.g. China, Korea, Brazil, Spain and Russia)
- (4) Japan

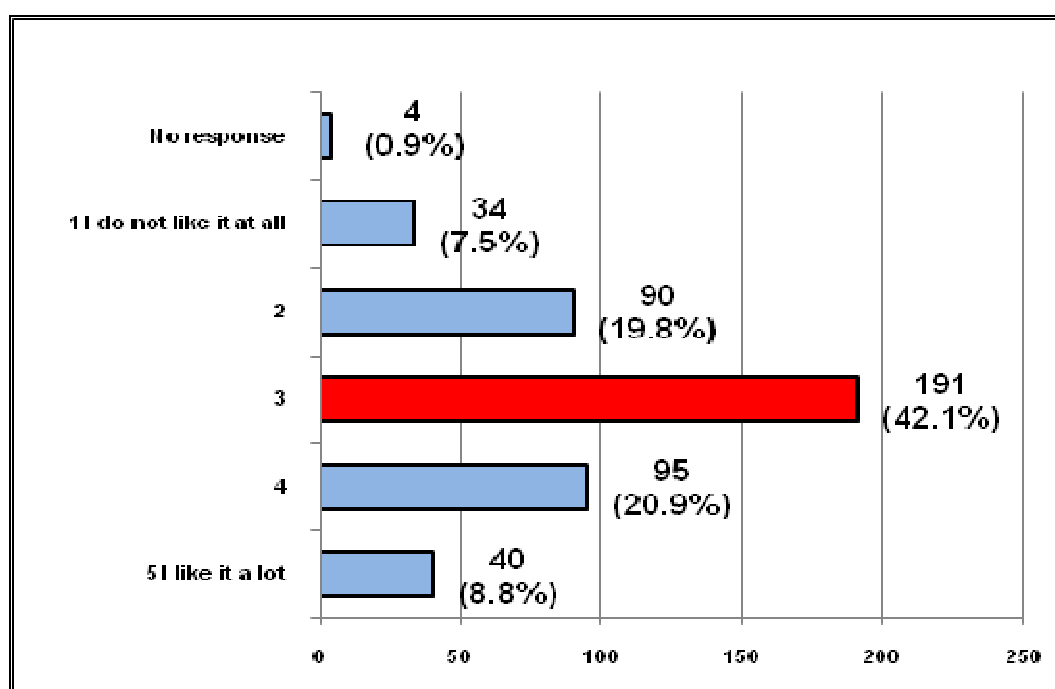
Figure 5.23: Responses of senior-high-school students to Question 7-2 (N = 454)



Question 7 How would you prefer to have the following (1) – (4) as places where dialogues take place in your English coursebook? For each place, please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)

- (1) Country where English is used as a mother tongue (or a first language)
- (2) Country where English is used as an official language (or a second language) (e.g. Singapore, India and Kenya)
- (3) Country where English is used as a foreign language³ (other than Japan) (e.g. China, Korea, Brazil, Spain and Russia)
- (4) Japan

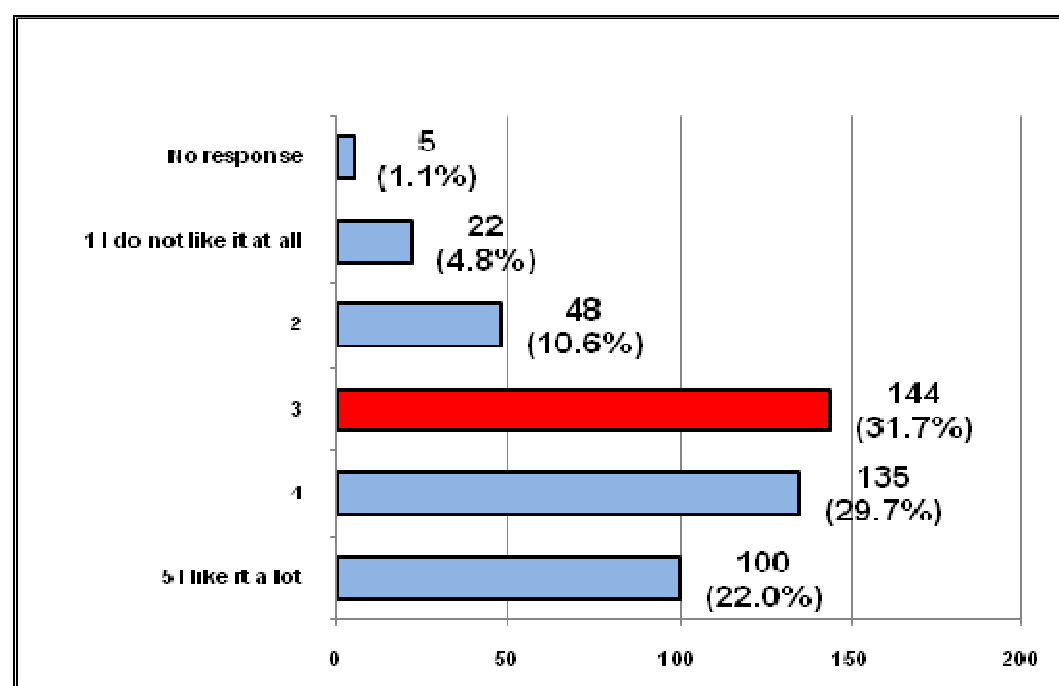
Figure 5.24: Responses of senior-high-school students to Question 7-3 (N = 454)



Question 7 How would you prefer to have the following (1) – (4) as places where dialogues take place in your English coursebook? For each place, please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)

- (1) Country where English is used as a mother tongue (or a first language)
- (2) Country where English is used as an official language (or a second language) (e.g. Singapore, India and Kenya)
- (3) Country where English is used as a foreign language (other than Japan) (e.g. China, Korea, Brazil, Spain and Russia)
- (4) Japan

Figure 5.25: Responses of senior-high-school students to Question 7-4 (N = 454)



Question 7 How would you prefer to have the following (1) – (4) as places where dialogues take place in your English coursebook? For each place, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)

- (1) Country where English is used as a mother tongue (or a first language)
- (2) Country where English is used as an official language (or a second language) (e.g. Singapore, India and Kenya)
- (3) Country where English is used as a foreign language³ (other than Japan) (e.g. China, Korea, Brazil, Spain and Russia)
- (4) Japan

5.2 Attitudes of learners and teachers towards the ELF-oriented contents of extracts

In this section, I will report the results about the attitudes of SHS teachers and teachers of ELF-oriented contents in reading materials in the Questionnaire Part 2. This Part 2 was designed for SHS students and teachers. Readings that include the ELF-oriented contents of extracts are not suitable for 7th grade students who have just started learning English in formal education. Thus, the JHS students were not asked to answer this part (see also 3.2 Material analysis). I shall also report the opinions expressed during the focus-groups.

In Question 1 of Part 2, the informants read eight short extracts and rated them on a five-point scale according to how important they thought each extract was for learning English in Japan – and indicating that these extracts be included and taught in a

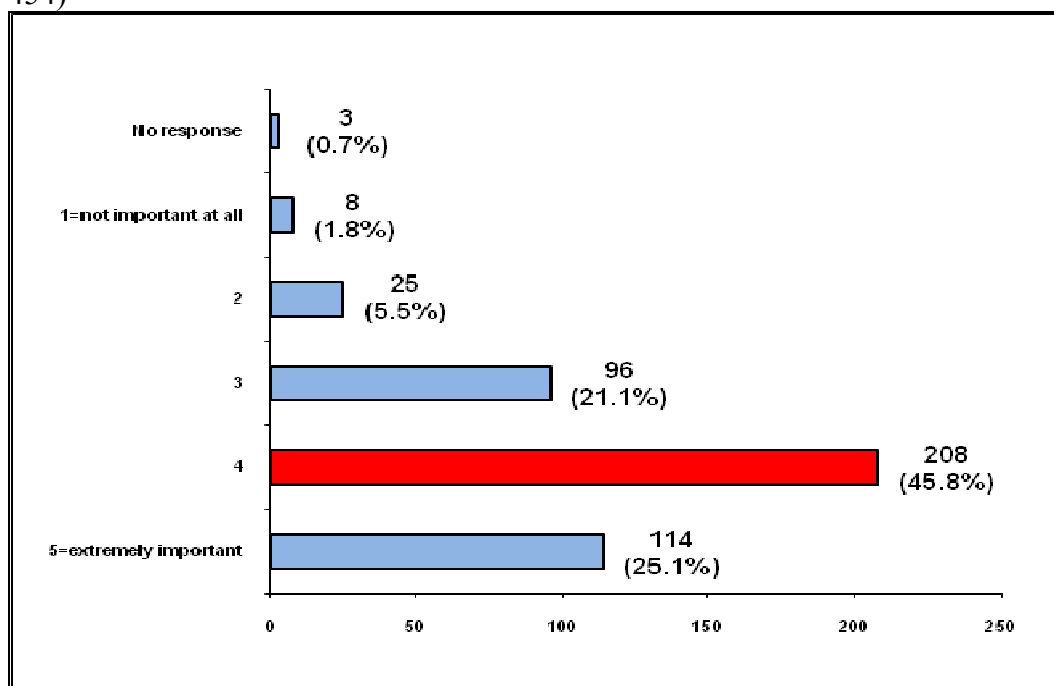
senior-high-school English coursebook (English II). The eight extracts included the following contents. I shall present each extract when reporting the results.

- Extract 1:** Current/future situation of English;
- Extract 2:** Varieties of English (emergence/existence of different English(es) and names of these);
- Extract 3:** Varieties of English (emergence/existence of different English (es) and characteristics/forms of these);
- Extract 4:** ELF contexts and uses (mixed-country English uses between NNSs);
- Extract 5:** New model(s) (Pluralization of standards);
- Extract 6:** New model(s) (Concerns about/attitudes towards new models);
- Extract 7:** New model(s) (International intelligibility as a goal);
- Extract 8:** New model(s) (Learner's choice).

5.2.1 The current/future situation of English

Regarding Extract 1 (Q1-1, Part 2), following, the teachers showed more positive reactions to Extract 1 than the students (Cf. Figures 5.26 and 5.27). Half of the teachers answered that Extract 1 was extremely important, and 35.7 percent that it was somewhat important.

Figure 5.26: Responses of senior-high-school students to Question 1-1, Part 2 (N = 454)

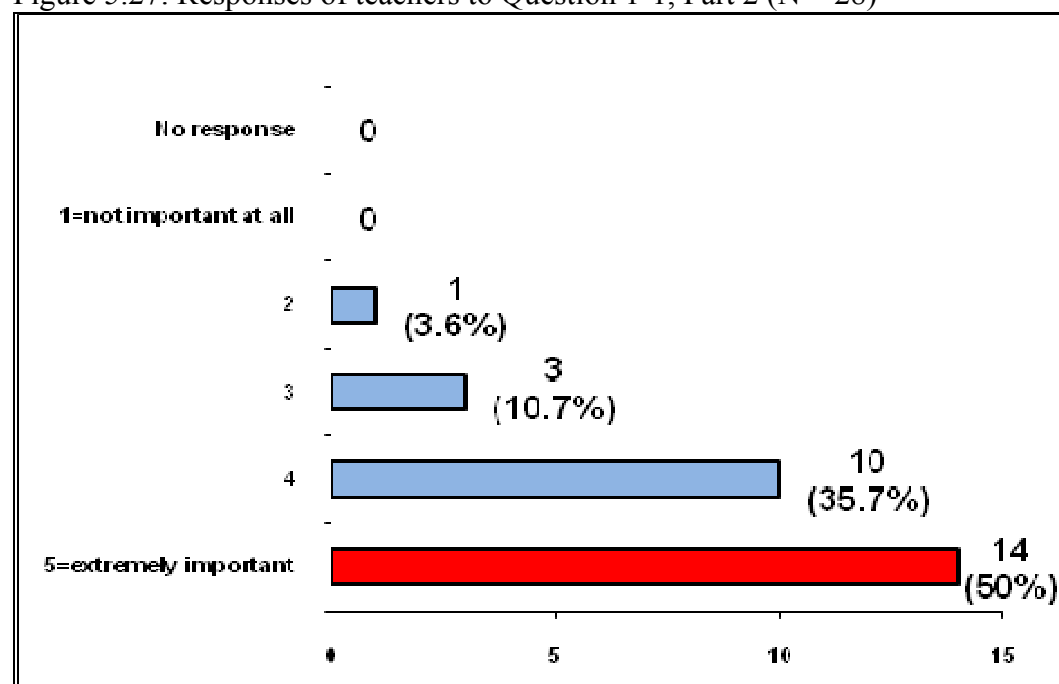


Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 1: More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language.

Figure 5.27: Responses of teachers to Question 1-1, Part 2 (N = 28)



Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.
(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 1: More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language.

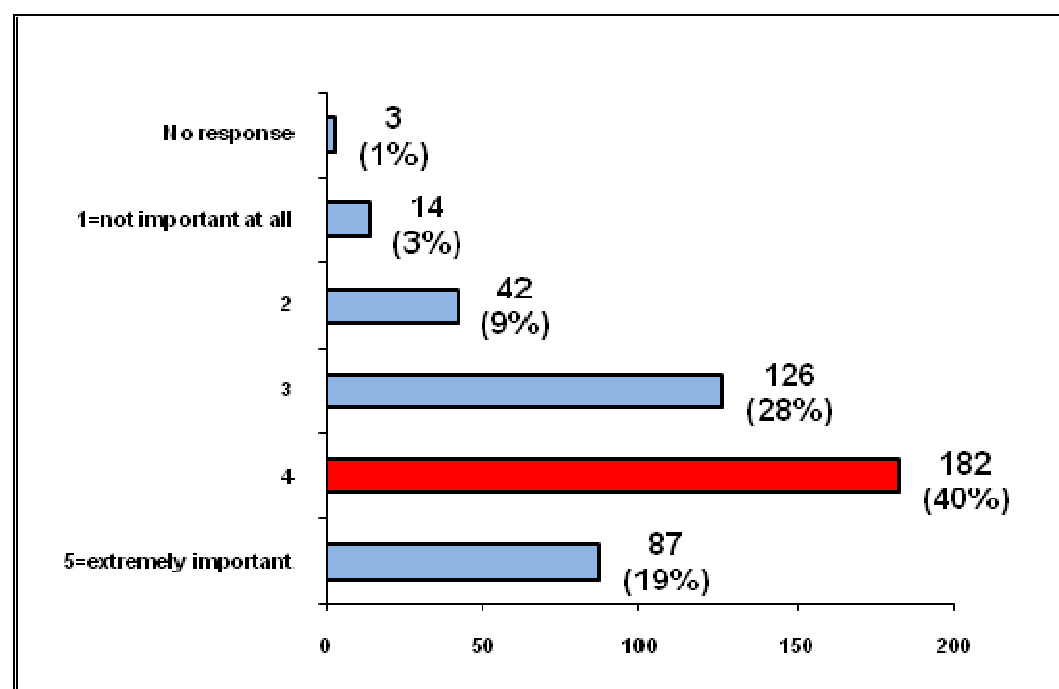
5.2.2 Varieties of English

Questions 1-2 and 1-3 examined the attitudes towards the extracts on the varieties of English. More specifically, (1) emergence/existence of different English(es) and the names of the English(es) (Extract 2, Question 1-2), and (2) the emergence/existence of different English(es) and characteristics/forms of the English(es) (Extract 3, Question 1-3).

5.2.2.1 Non-standard English

The teachers' reactions to Extract 2 (Q1-2, Part 2) regarding the varieties of English (with the names of the English(es)) appeared to be very positive. The students' reactions were not negative either, though it was less positive when compared with those of the teachers (see Figures 5.28 and 5.29, below). The highest number on the scale, 5, means "extremely important" and the lowest (1) "not important at all".

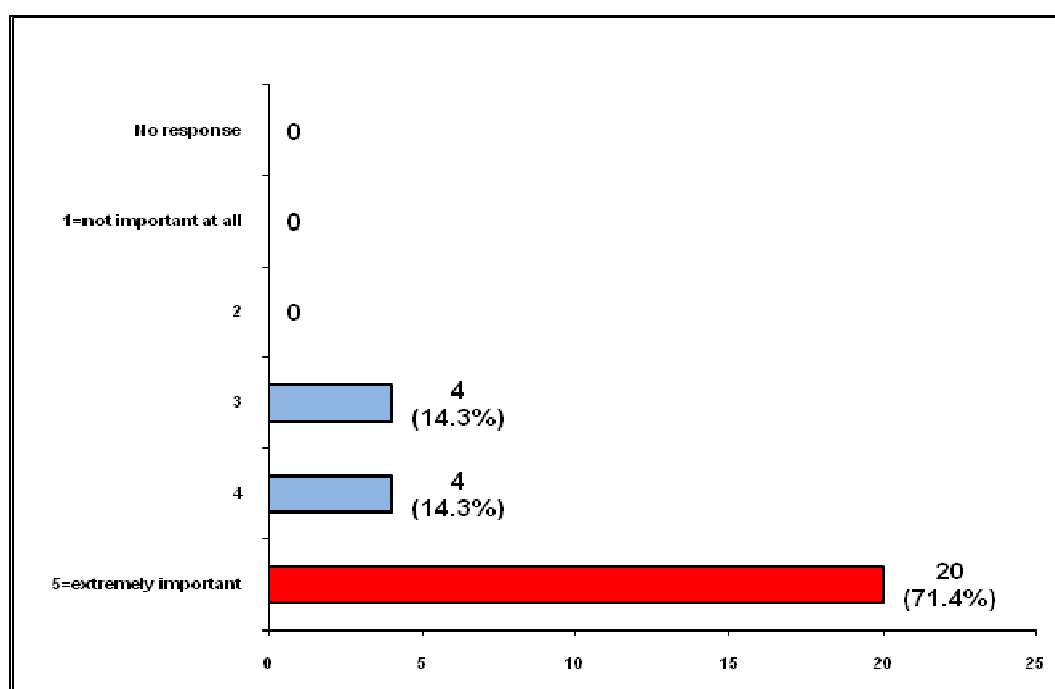
Figure 5.28: Responses of senior-high-school students to Question 1-2, Part 2 (N = 454)



Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.
(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 2: As the English language grows in the world, it is creating new dialects called “Englishes” “American English, British English, Indian English, and several other “Englishes”. There are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.

Figure 5.29: Responses of teachers to Question 1-2, Part 2 (N = 28)



Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 2: As the English language grows in the world, it is creating new dialects called “Englishes” “American English, British English, Indian English, and several other “Englishes”.

There are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.

Regarding English in Singapore, the teachers said during the focus-groups that they did not mind the inclusion of such an example for the learner’s reference. They mentioned that it could show the learners that it is used for successful communication despite its distinct form.

Extract 1

Shizuoka JHS, Teacher’s interview (Counter: 065)

Male Teacher 2(MT2): あくまでもシンガポールでの例としてね、こういった例文があっても自分としてはいいんじゃないかなあと思います。

MT2: I think it is OK if there is an example sentence like this, such as an example in Singapore.

Extract 2

Shizuoka JHS, Teacher’s interview (Counter: 075)

Male Teacher 1(MT1): シンガポールではこういう形で、通用しちゃうんだよ、ということ生徒に伝えるということについては、全然問題ないことだと思う...

MT1: It would not be a problem at all to tell the students that communication took place using this type of [varied] form in Singapore ...

While they felt positive about the inclusion, the teachers were concerned about the level of the learners and the stage of their learning when it comes to using such an example (see also 5.3.3.2 NNS variety as a target model). The following teacher said that it was too early to introduce such a varied form into junior high school:

Tokyo JHS, Teacher's interview (Counter: 3:25)

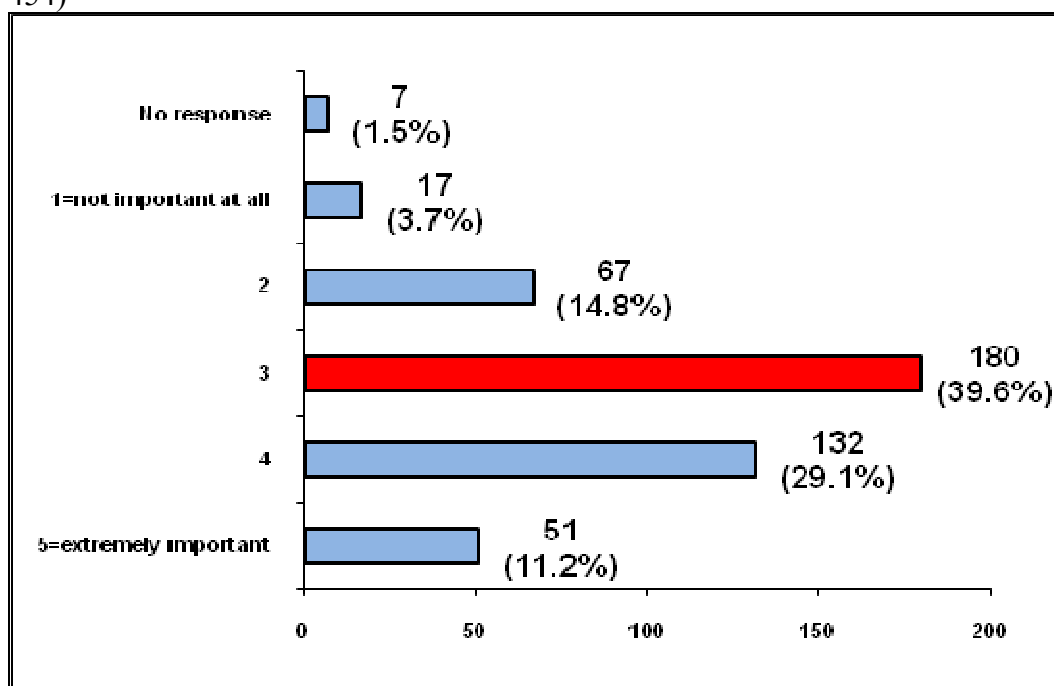
Male Teacher 1 (MT1): こういうのもあっていいと思うんだけど...中学校で出さなくていいんじゃないかな[...]それは、高校とか、或いは大学にいつてからでいい、あんまりこういう、簡略化されているとかね、標準英語と違うというようなものを、中学生で出す、必要はそんなに感じない、です。

MT1: Although I think that it is OK to have such a variety ... it is OK not to use it in junior-high schools, it is OK after entering a senior-high school or a university, I don't feel much need to use English which is simplified and different from 'Standard English' like this for junior-high school students.

Whether the inclusion is more desirable or not was the main question discussed.

According to the results of the questionnaire survey, the informants felt comparatively less positive about Extract 3 (characteristics/forms of different English(es), Q1-3, Part 2) than they felt about Extract 2 (names of different English(es)). The authentic examples of a particular variety were comparatively less preferred (see Figures 5.30 and 5.31, following). But, more than half teachers (60.7%) still thought that it was extremely or somewhat important (see Figure 5.31).

Figure 5.30: Responses of senior-high-school students to Question 1-3, Part 2 (N = 454)



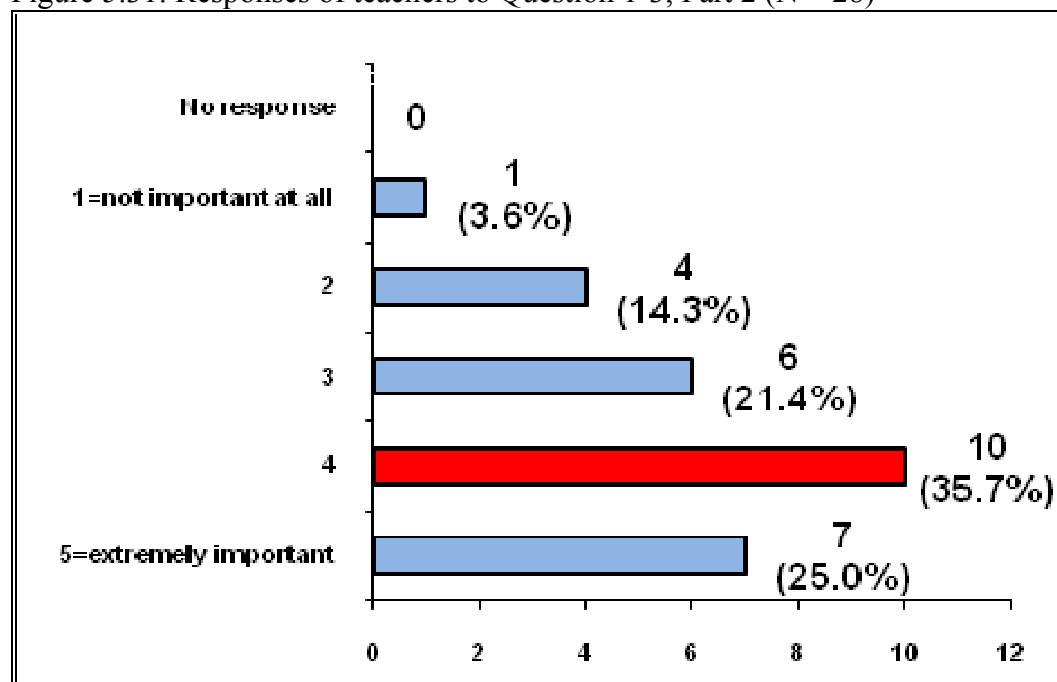
Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 3: Often, the grammar [of English in Singapore] is a little simpler, or just different [from 'standard' English]. For instance, in a shop in Singapore, you may hear a customer bargaining with the salesclerk, "Cheaper, can or not?"

"Every Singaporean speak. Me too. It not a dialect." (Examples of English in Singapore. Emphasis added.)

Figure 5.31: Responses of teachers to Question 1-3, Part 2 (N = 28)



Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number. If you have any comments, please feel free to write them in the space provided below.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 3: Often, the grammar [of English in Singapore] is a little simpler, or just different [from 'standard' English]. For instance, in a shop in Singapore, you may hear a customer bargaining with the salesclerk, "Cheaper, can or not?"

"Every Singaporean speak. Me too. It not a dialect." (Examples of English in Singapore. Emphasis added.)

On the other hand, during the focus-group discussion, on the speaking of non-standard English, one SHS teacher claimed that the example was necessary in the lesson:

Kanagawa SHS, Teacher's interview:

Female Teacher 1 (FT1): 言語っていうのは ...変化したり独自に動いていくものであって、こういうものが普通に使われていて、その社会の中ではお互いに不自由なく使ってて、どちらが劣っているとか優れているっていうことは、言語学的に考えるとないんだっていう、う勉強をする課なので、その課においてその**実例がない**っていうのは逆にありえないと思います ...

FT1: The chapter aims to study the speaking of languages ... they are the things which are changing and moving on their own, that these languages are commonly used, people are using them with each other without problem in their society, and that it is nonsense to argue about which is inferior or superior when seeing it from a linguistic perspective, so, in such a chapter, if there is no authentic example, it cannot be like that ...

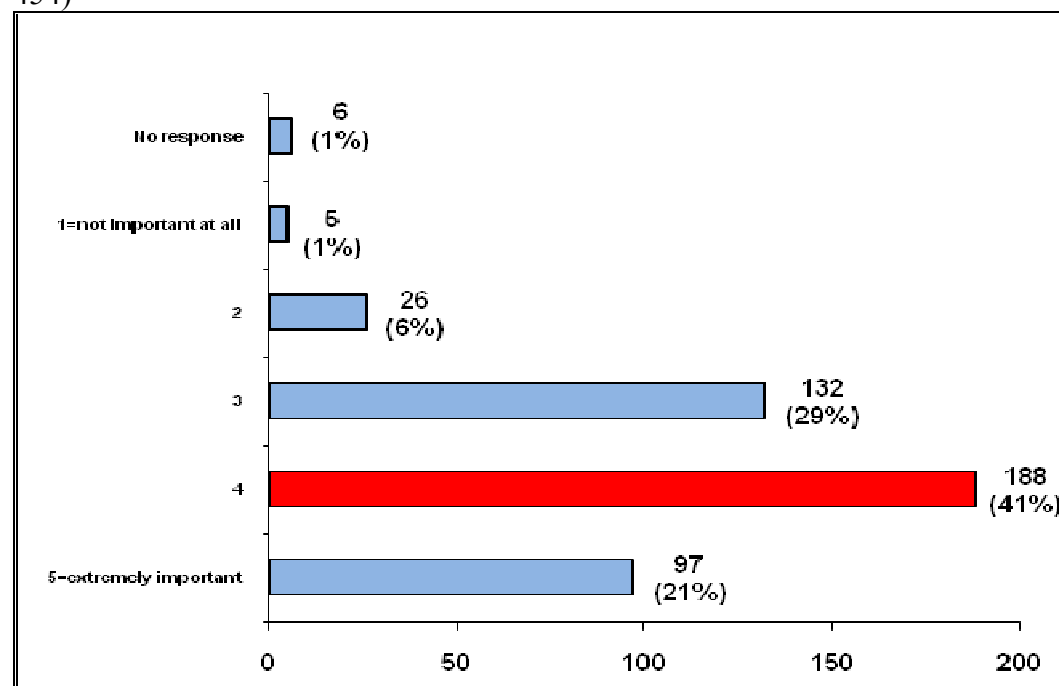
The purpose of including varied forms was discussed. She said that the example of non-standard English was used effectively in order to raise the learners' awareness.

She also said that it was necessary to be included, given the aim of the chapter.

5.2.3 ELF contexts and uses

Compared with the students' reactions, the teachers felt more positive about Extract 4. A total of 60.7 percent of the teachers thought that it was extremely important, and 21.4 percent, somewhat important (Cf. Figures 5.32 and 5.33, below).

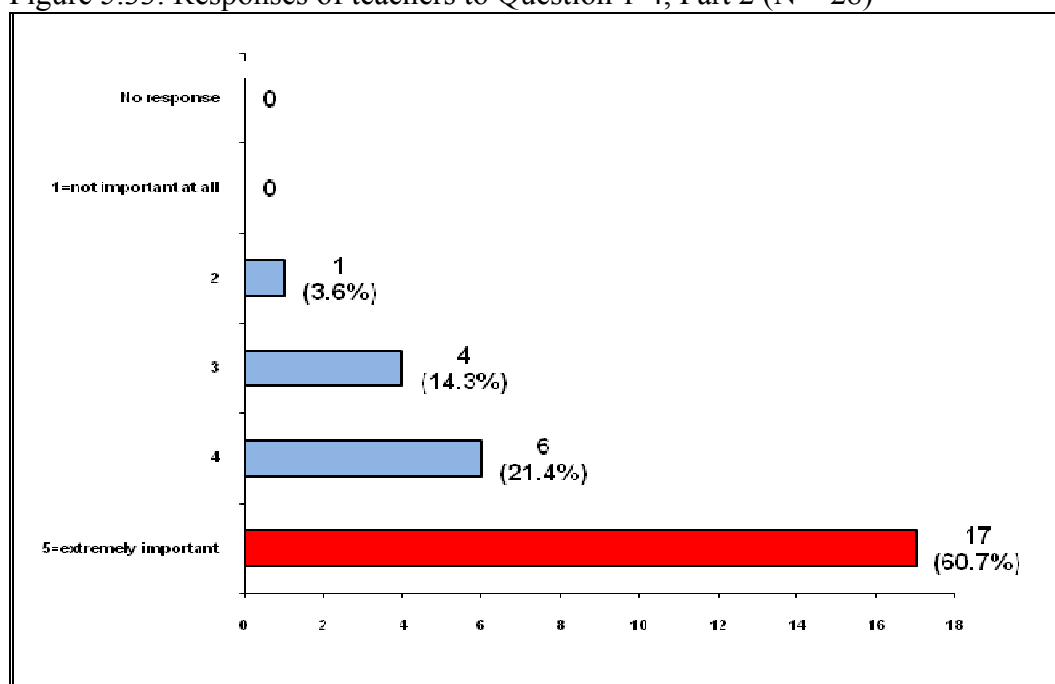
Figure 5.32: Responses of senior-high-school students to Question 1-4, Part 2 (N = 454)



Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.
(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 4: Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians.

Figure 5.33: Responses of teachers to Question 1-4, Part 2 (N = 28)



Question 1, Part 2 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.
(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 4: Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians.

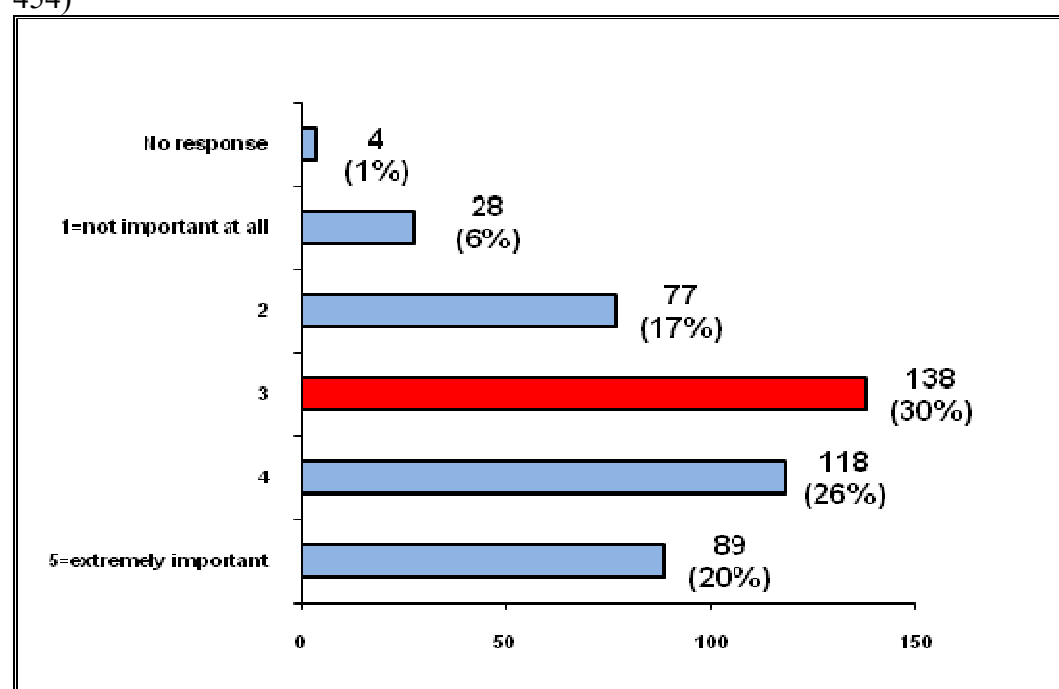
5.2.4 Model(s) for English learning

When the questionnaire item was closely related to the issues of the model(s), like the one about ‘Standard English’ (Q1-6), the students and teachers seemed to have more to discuss. During the focus groups and interviews, they exchanged opinions concerning the meaning of learning ‘Standard English’.

5.2.4.1 Importance of ‘Standard English’

In each group (students and teachers), more informants rated Extract 6 (Q1-6, Part 2) as 3 (neutral) (see Figures 5.34 and 5.35, below).

Figure 5.34: Responses of senior-high-school students to Question 1-6, Part 2 (N = 454)

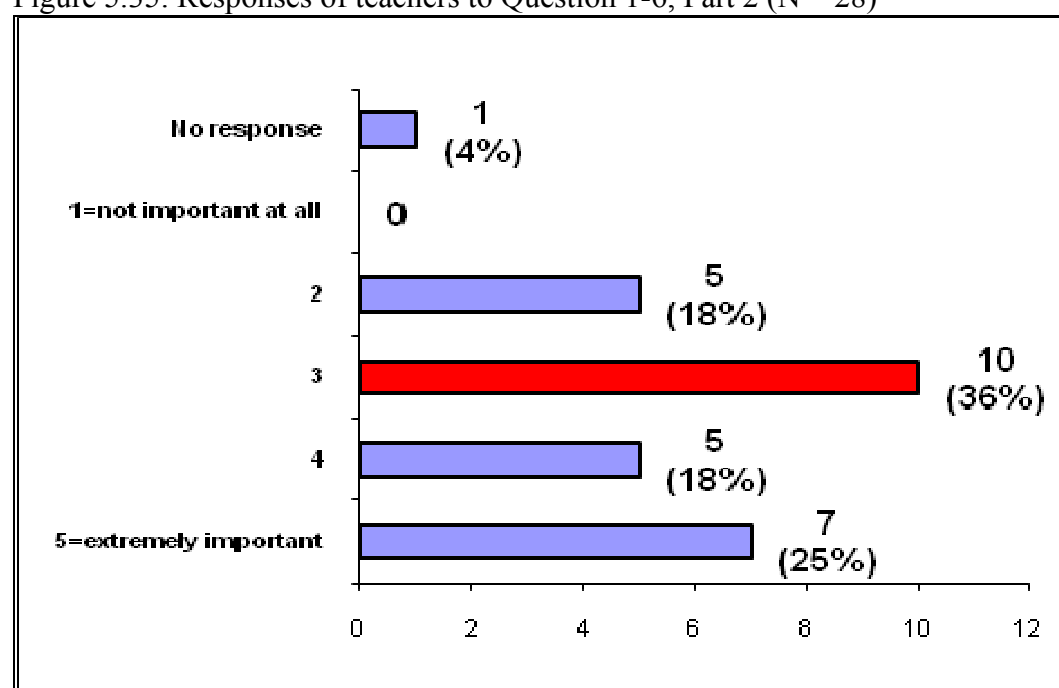


Question 1, Part 2 Here are some opinions, advice and a question (from number 5 to 8) about English. How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 6: It is important to speak and write 'Standard' English.

Figure 5.35: Responses of teachers to Question 1-6, Part 2 (N = 28)



Question 1, Part 2 Here are some opinions, advice and a question (from number 5 to 8) about English. How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 6: It is important to speak and write 'Standard' English.

The following are some comments written by the students on the sentence “It is important to speak and write ‘standard’ English” (Q1-6):

It is taken for granted:

- Because it is taken for granted.
- It is taken for granted within English education at school.

Everyone knows:

- Because I think everybody knows it.
- I already knew that.
- We know without being told by the coursebook.

Unnecessary:

- No need because people know it well.
 - Because I/we know, no need to mention it.
 - Because it is what I am always being told, it is OK not to be mentioned in the coursebook.
- (From SHS students’ written comments on Q1-6, Questionnaire Part 2; for all of the written comments, see Appendix 5.5)

The focus-group data corroborated the questionnaire data, above. The students said that it was normal (Shizuoka SHS, student’s focus group) and that it was taken for granted (Niigata SHS, student’s focus group).

At the same time, the Q1-6 received diverse reactions. Some informants were favourable towards learning and teaching ‘Standard English’. Others were more cautious about using ‘Standard English’. For instance, the following were found in the student’s written comments:

- It sounds as if only ‘Standard English’ is correct.
 - It will make us stick only to that.
 - I don’t know whether it is good or bad to tell [insist, force] students only ‘Standard English’.
 - It sounds like only ‘Standard English’ is important, I think it is impolite to English [speakers] in other countries.
 - It seems like discrimination.
- (From SHS students’ written comments on Q1-6, Questionnaire Part 2; for all of the written comments, see Appendix 5.5)

In short, both students and teachers did not seem to completely agree with the sentence on ‘Standard English’. As for the reasons why ‘Standard English’ should be studied, students wrote as follows:

- It [‘Standard English’] is currently used most frequently.
 - It is necessary to have a language in which people communicate everywhere anywhere.
 - I think people understand it in any country.
 - It is understood for sure (without failure).
- (From SHS student’s written comments on Q1-6, Questionnaire Part 2; for all of the written comments, see Appendix 5.5)

The interview and focus-group data also supported the questionnaire data (above).

Here are some examples from the teachers and students' data:

Extract 1

Shizuoka JHS, Teacher's interview (Counter: 092)

Male Teacher 1(MT1): 英語という外国語をコミュニケーションツールとして、使うにあたっての、最大の武器はやっぱり、あの、正しい英語を知っていることだっていうふうに思うんですね。

MT1: I think that the most powerful *weapon* in using English, a foreign language as a communication tool is, well, to know correct English.

Extract 2

Niigata SHS, Teacher's focus-group

Female Teacher 4 (FT4): 標準英語を知っていれば何処へ行っても困らないと思う...だから、勉強する面では、標準英語を勉強することは、あの、勉強するという面では大事なことはないかなと。

FT4: I think if you know 'Standard English', you will not get in trouble anywhere you go ... so, speaking of studying, studying 'Standard English' is, well, speaking of studying, it would be important.

Extract 3

Niigata SHS, Student's focus-group (34:00)

Female Student: 標準英語は、世界中でいま学生が勉強しているものだと思うんで、例えばシンガポールで使われている英語とかは、それが世界中で使われてるなら、それでもいいと思う...だから、世界中で、勉強されている英語が、一番便利なんじゃないかなと思います。

FS: I think that 'Standard English' is what students all over the world are studying. For example, the English used in Singapore and so on are, if they are used around the world, it is OK ... I think the most useful English is whatever English is studied all over the world.

The same logic was seen behind each of the three comments (above). That was, in order to be understood, learning correct and 'Standard English' was the most effective option. More specifically, it was because it is understood, studied and used around the world. What was good about learning 'Standard English' was that more people can understand it - that was heard from both the students and teachers.

More opinions were heard regarding the effective use of English in order to be intelligible. When asked to compare two messages (A: "It is important to speak and write 'Standard English'¹", and B: "As long as it is understood, any variety of English is acceptable"), the students below were more favourable to Message A (for the whole focus-group agenda, see 3.3.2). As for the reasons why they chose A, they said:

Fuji SHS, Class interview (Class 2)

Male Student 1 (MS1): 相手にわかりやすい、言葉じゃないと悪いから、しっかりした英語を話さないといけないと思います。

MS1: I think I should speak proper (correct) English because I feel concerned for the listeners if my language is not easy to understand.

Fuji SHS, Class interview (Class 2) (14:29)

MS2: ピジン英語だっけ、なんだっけ、オーストラリアとか、シンガポールとかそういうところで話されているように、あまりにも簡略化されると、言語のもともとの意味の、伝えるっていうことができなくなると思うから、やっぱり、やっぱり最低限のルールだけは守った方がいいと思う。

MS2: Pidgin English? Let me think, that's like English spoken in Australia, Singapore and places like that. **If the language is simplified too much**, it would be hard to say that such a language is still functioning as a tool of communication, **because it no longer carries messages**. It is better for us to keep to the minimum rules at least.

In order to be intelligible to listeners, the students said that they need English which is proper and not overly simplified. Some students were also concerned about how much the listener understood as expressed in the following extract:

Niigata SHS, Student's focus-group (28:48)

Female Student 1 (FS1): なんか、コミュニケーションが取れても、本当に自分の、言っていることが相手に伝わっているかどうか、わからなくて、そういうところが、なんか怖いかなって思います。

FS1: I feel that, even if we managed to communicate, I don't know whether the listener(s) really understand what I am saying or not; I feel scared about that point.

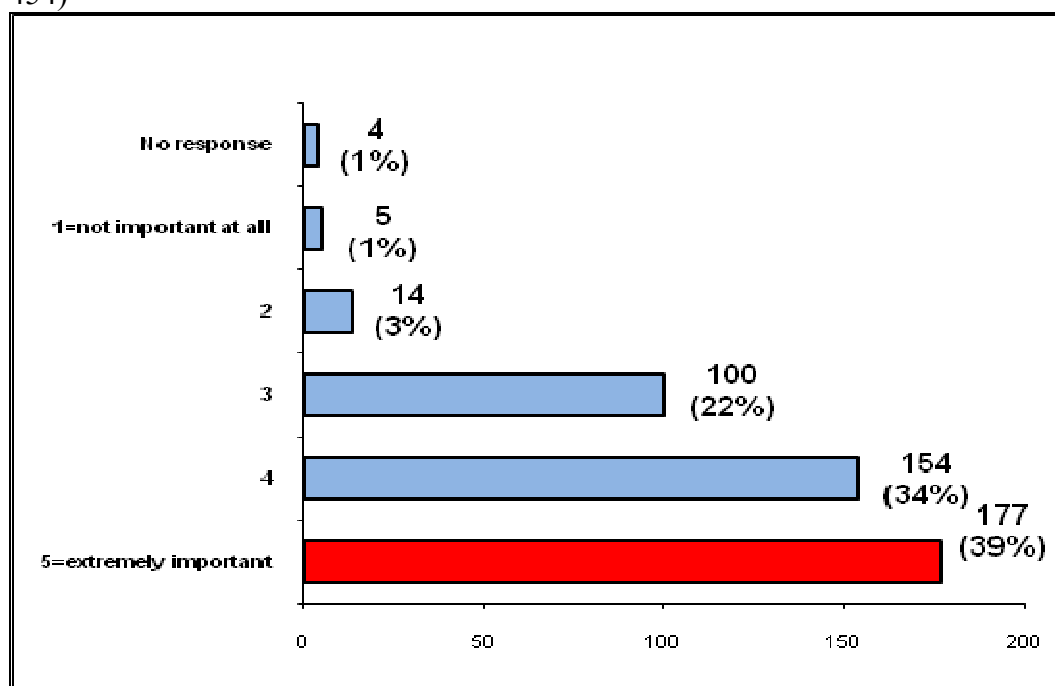
To summarise the points, the students were hoping to become intelligible speakers in order to achieve successful communication. As a result, they thought that "It is important to speak and write 'Standard English'". In addition, some students were also concerned that being intelligible might not be enough.

5.2.4.2 Importance of international intelligibility

As seen above, the responses to the extract about 'Standard English' (Q1-6, above) differed. However, that was not the case regarding the extract on international intelligibility (Q1-7, Part 2, following). The majority of students and teachers thought that including the sentence in a coursebook was important for English learners in Japan.

Positive responses were found regarding the extract on international intelligibility as a goal (see Figures 5.36 and 5.37). The majority of informants in each group found it extremely important. Both the students and teachers seem to agree with the sentence on international intelligibility – at least they were more convinced by that than by the sentence on the use of ‘Standard English’.

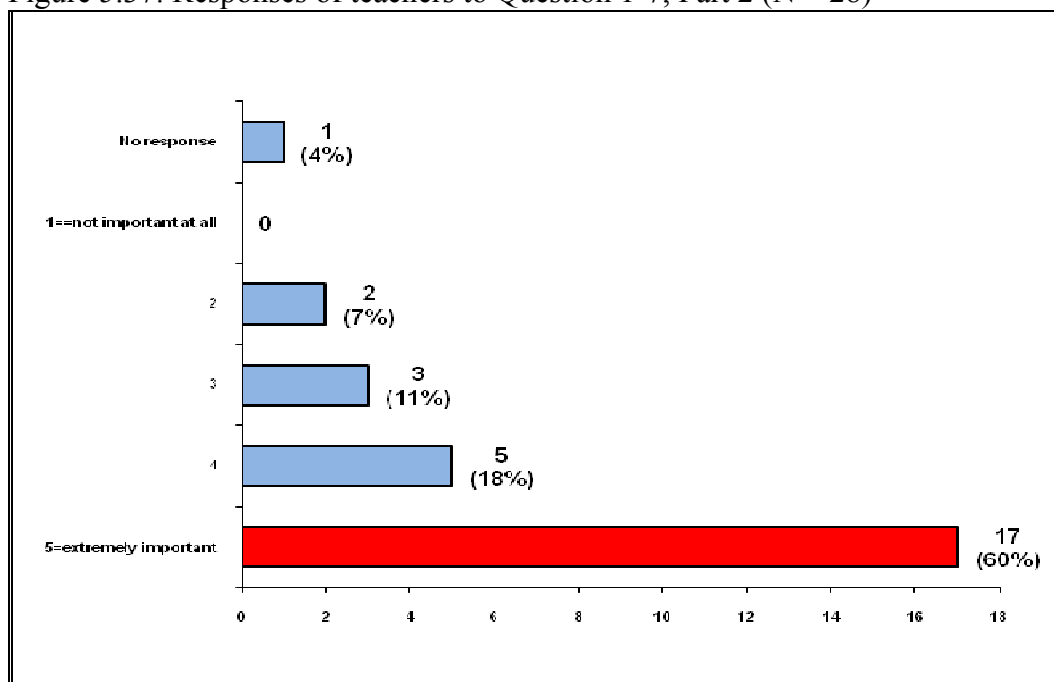
Figure 5.36: Responses of senior-high-school students to Question 1-7, Part 2 (N = 454)



Question 1, Part 2 Here are some opinions, advice and a question (from number 5 to 8) about English. How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.
(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 7: When you have a chance to speak English with someone, don't worry if your English is not always 'correct' or 'perfect'.

Figure 5.37: Responses of teachers to Question 1-7, Part 2 (N = 28)



Question 1, Part 2 Here are some opinions, advice and a question (from number 5 to 8) about English. How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)? Please indicate your preference using the following scale and circle the appropriate number.
(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

Extract 7: When you have a chance to speak English with someone, don't worry if your English is not always 'correct' or 'perfect'.

The reasons why they agreed with the sentence were that it would make them more confident, relaxed and encouraged, and would reduce their anxiety and hesitation about speaking English. The following were from the students' written comments:

Relaxed, at ease:

- Because we can be relaxed/relieved if we are taught this.
- We will stop feeling scared about speaking English.
- It is good in a sense that it will remove any hesitation about using English.
- I think this sentence is extremely important. Because I cannot speak [English] due to my worry.
- I may feel a little more at ease.
- There may be some people who seek perfection too much, so people can take it easy if there is a piece of information like that.

Confident:

- I think I/we can have confidence in my/our own English.
 - We can have confidence and it is likely to be encouraging in learning English.
 - People who are not good at English may lose their feeling of inferiority if they read it.
- (From SHS students' written comments on Q1-7, Questionnaire Part 2; for all of the written comments, see Appendix 5.6)

They added that it would eventually make them willing to speak. Suggestions about Japanese people's behaviour were also found in their written comments:

Willingness to speak:

-I will try to speak more if it is OK not to be perfect.

Comments on Japanese people

-Because Japanese people stick to perfect English, ↑ [the above sentence on international intelligibility as a goal] is important.

-I'm happy to hear people say this kind of thing because many Japanese people feel shy when speaking English, which they are not accustomed to.

(From SHS students' written comments on Q1-7, Questionnaire Part 2; for all of the written comments, see Appendix 5.6)

However, there were also some concerns expressed by the students regarding the extract on international intelligibility as a goal (Extract 7). Here are some examples of their written comments:

-Depending on how we interpret it, there would be some people who feel "Then, we don't have to work hard".

-While it makes people feel relaxed, it will lower their English ability.

(The above respondents chose 3 out of 5 on the scale; for all of the written comments, see Appendix 5.5)

5.2.4.3 Non-standard English as a model

While being aware of the merit of including NNS English (see 5.2.2.1 Non-standard English), some teachers mentioned its possible influence on the learners:

Shizuoka JHS Teacher's interview (Counter: 075)

Male Teacher 1(MT1): シンガポールではこういう形で、通用しちゃうんだよ、ということ生徒に伝えるということについては、全然問題ないことだと思うんですが、ただ、日本人が英語を学んでいく上で、あの、ああそれだったら**正しい英語を覚えなくてもいいじゃん**、っていうような感覚になってしまうのは、僕は**ちょっと危険**かな？という風な感じはします。

MT1: It wouldn't be a problem at all to tell students that people can communicate using this type of [varied] forms in Singapore, but, for Japanese people, upon learning English, well, if people feel: "Oh, then **we do not have to memorise the correct [forms of] English**", I feel it is **a bit dangerous**.

The point made was that if it misled the learners - if they ended up feeling that it was pointless to learn correct English - that would be a problem.

In addition, when talking about using (and teaching) simplified forms of English (e.g. dropping the third-person-singular 's') for the sake of convenience, fear was expressed:

Shizuoka JHS, Teacher's focus-group (Counter: 092)

Speaking of using varied forms of English

Male Teacher 2(MT2): 遠い将来ですね、まあ、あの英語がどんどん変わっていくと思うんですよね、その中で自然に、こう、変わっていくなら仕方ないかなと思うんだけど、なんか意図的に、あのsをね、例えば、つけない形で、あの、やっ払いこう、それを自然にしていこうというような、なんかこう単純にこちらの方が簡単だから、きっ払いこうという考え方は、自分はちょっと賛成しないな。

MT2: In the long distant future, well, um I think English is going to change greatly, and, in the process, if it changes naturally, I think it just happens, but **I don't agree with the idea so much that**, for example, "let us use the form without 's'", well, "let us make it natural", and "let us cut it off because that way is, simply speaking, easier".

Although achieving international intelligibility was highly valued, caution was voiced about using forms of English that vary from 'Standard English'. As discussed earlier (see 2.1), many participants in my study did not perceive EFL and ELF as mutually exclusive (Ferguson, 2009:12). In particular, they wished to learn or teach EFL for ELF purpose.

5.2.4.4 Environment of learning English as a foreign language

Regarding the extract on 'Standard English' (Extract 6), the teachers brought up the issue of the learning environment. They pointed out that Japanese learners do not need to use English regularly in their environment:

Extract 1

Shizuoka JHS, Teacher's interview (Counter: 092)

Male Teacher (MT): 標準英語っていうのを日本人は絶対に知るべきだっていう風に思います。その理由としては、普段から英語を使う環境の中で生活しているんだったらいいんですけど、そうじゃないじゃないですか。

MT1: I think that Japanese people should definitely know so-called 'Standard English'. As for the reason for this, **it is OK if we are living in the environment where we use English on a routine basis, but we aren't**, are we?

Extract 2

Kanagawa SHS, Teacher's interview (13:15)

Female Teacher(FT): 外国語を勉強する時には、その言語の、グラマーですよ、法則がどうなっているのかっていうのを...自分で考えて、納得して、身につけるっていうことが必要だと思うんですよね。セカンドランゲージではないので。

FT: When studying a foreign language, the grammar of the language, the learners need to think what the rules are like ... by themselves, need to be convinced by them, and then need to learn them Because it is not a second language [for them].

The teacher made a distinction between EFL and ESL in her comment (Extract 2). She said that it was required for learners to know the rules of the language in the EFL environment. When asked about the extract on international intelligibility (Extract 7), the students also wrote what it means to learn English in such an environment:

(Asked about Extract 7, “When you have a chance to speak English with someone, don’t worry if your English is not always “correct” or “perfect”.)

-I think so, but I think (6) [Extract 6] is more accurate when learning [English] as “a [school] subject” (when it is written in a coursebook).

-I don’t know if I should learn to actually speak English. If it is only grammar [that we are learning], this sentence has no value.

-If it [what we write] should be correct for school tests and so on, this sentence is no good, is it?

(From the SHS students’ written comments on Q1-7, Questionnaire Part 2; for all of the written comments, see Appendix 5.6)

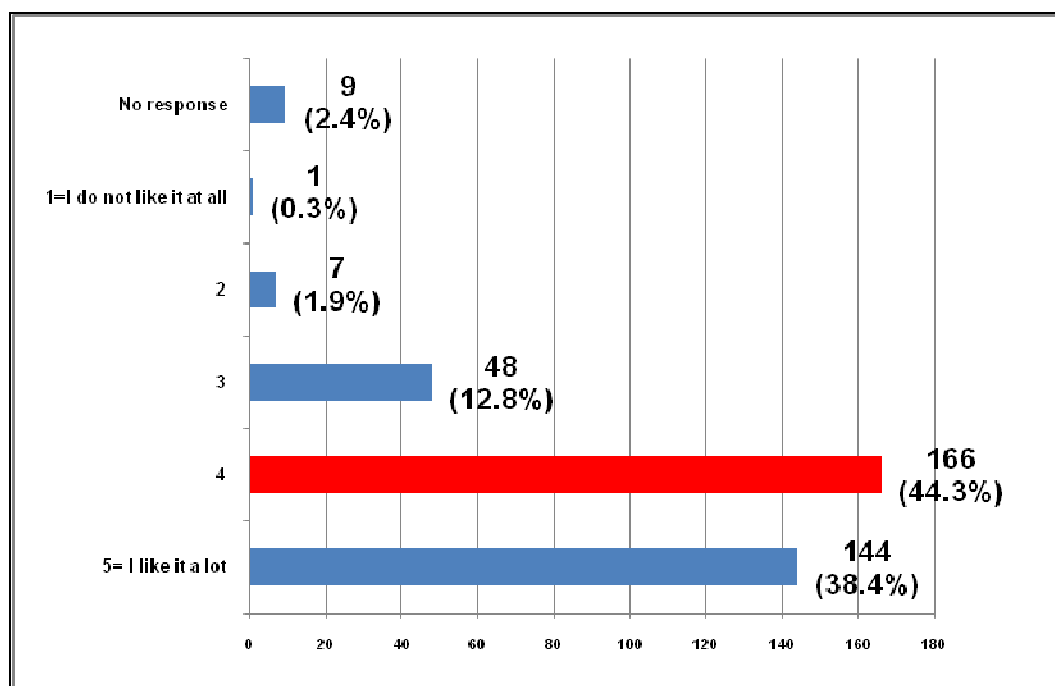
In the second comment (above), the goal of English learning was questioned.

5.2.5 Multicultural topics

Question 2 (Questionnaire Part 2) examined whether the informants liked multicultural topics or not. A five-point scale was provided and the informants rated how favourable they thought it was to have the following topics in an English coursebook: (1) topics related to a country where English is used as a mother tongue/first language (IC-country topics), (2) topics related to a country where English is used as an official language/second language (OC country topics), (3) topics related to a country where English is used as a foreign language (other than Japan) (EC-country topics), (4) topics related to Japan and (5) topics which include all of the above (Multicultural topics).

The SHS students demonstrated favourable attitudes towards IC-country and multicultural topics. On the other hand, they showed comparatively less favourable attitudes towards EC-country and OC topics. The figures for every topic are summarised in Figures 5.38 – 5.47.

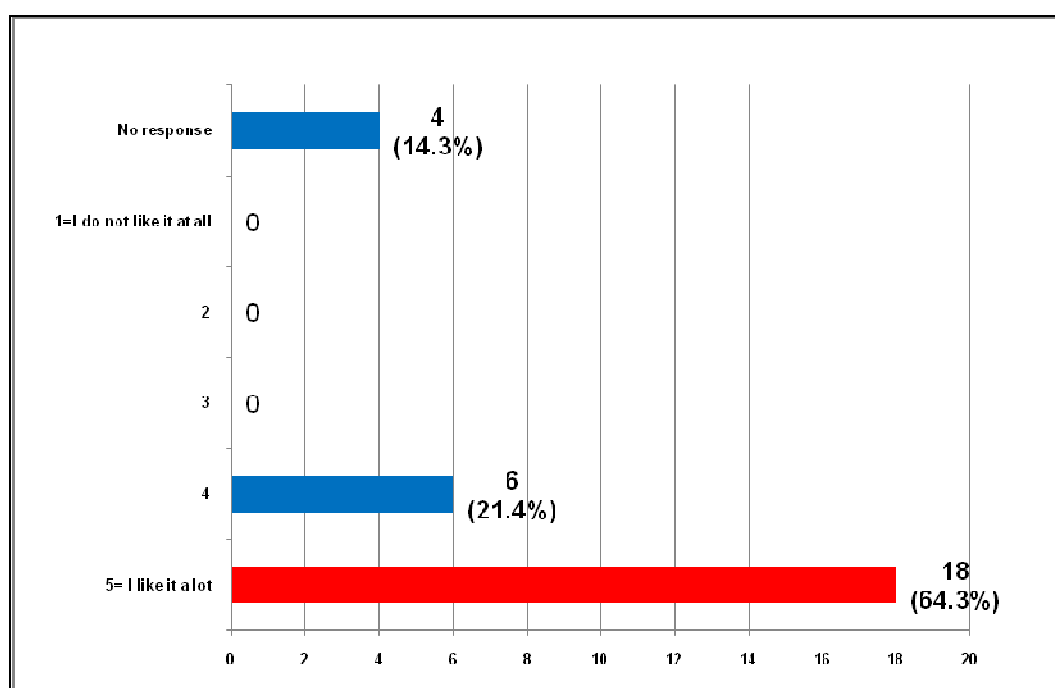
Figure 5.38: Responses of senior-high-school students to Question 2, Part 2, Inner-Circle topics (N = 375*) *Q2 in Questionnaire Part 2 was not included in the questionnaire for the 79 SHS students in Shizuoka (for explanation, see 3.3.3)



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number:
(5 = I like it a lot, 1 = I do not like it at all)

(1) Topics about country where English is used as a mother tongue (or a first language)

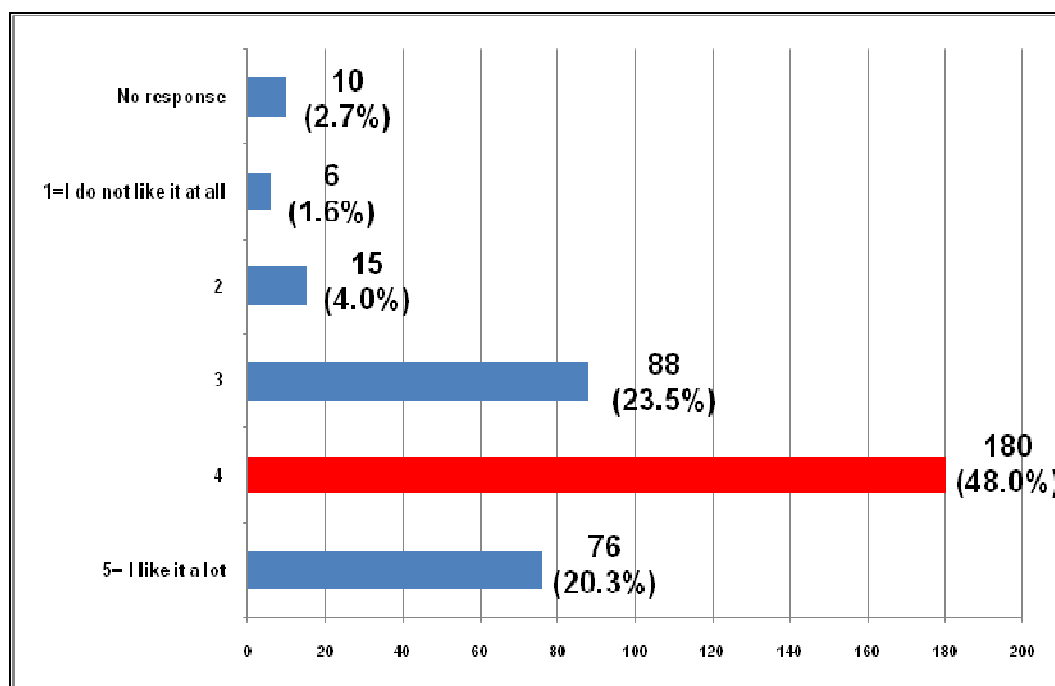
Figure 5.39: Responses of teachers to Question 2, Part 2, Inner-Circle topics (N = 28)



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number:
(6 = I like it a lot, 1 = I do not like it at all)

(1) Topics about country where English is used as a mother tongue (or a first language)

Figure 5.40: Responses of senior-high-school students to Question 2, Part 2, Outer-Circle topics (N = 375*) *Q2 in Questionnaire Part 2 was not included in the questionnaire for the 79 SHS students in Shizuoka (for explanation, see 3.3.3).

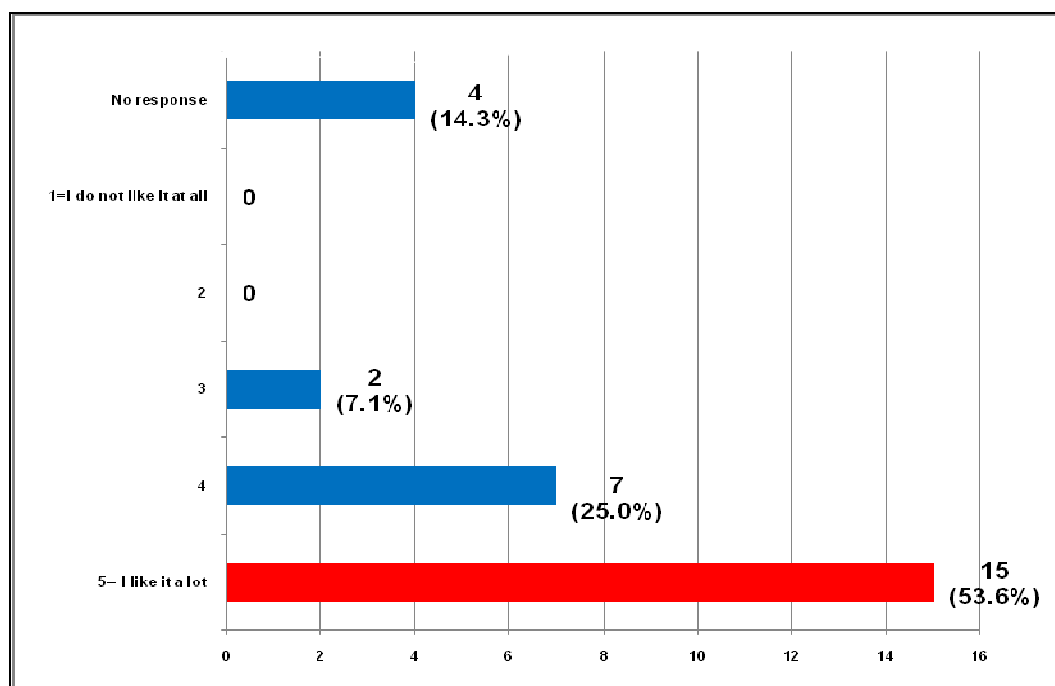


Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number.

(5= I like it a lot, 1 = I do not like it at all)

(2) Topics about country where English is used as an official language (or a second language)

Figure 5.41: Responses of teachers Question 2, Part 2, Outer-Circle topics (N = 28)



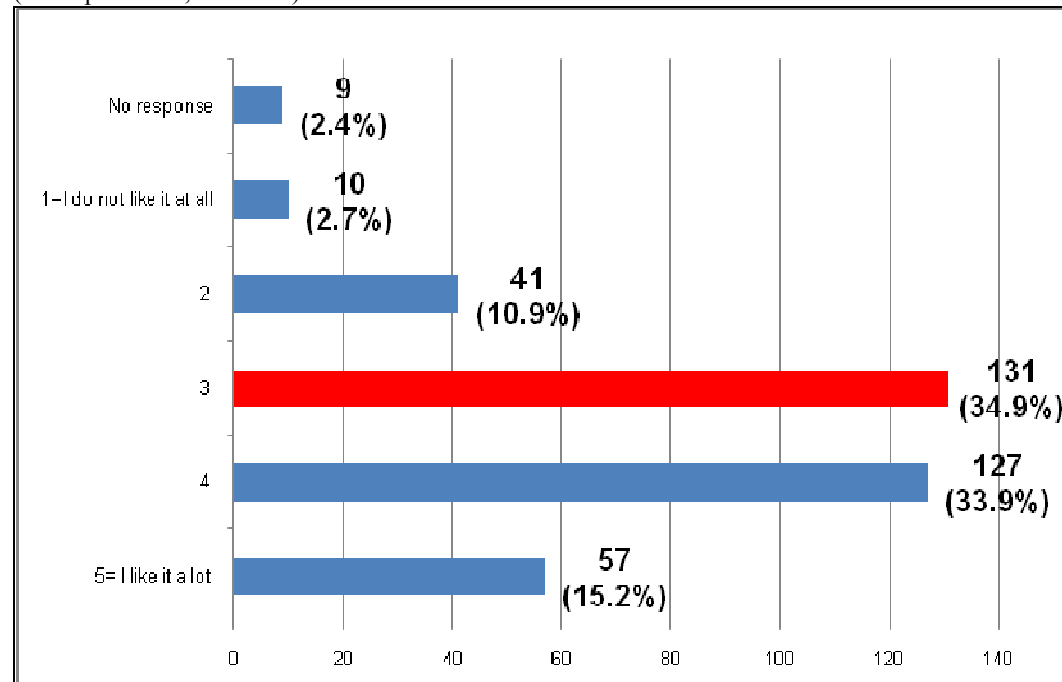
Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number.

(5= I like it a lot, 1 = I do not like it at all)

(2) Topics about country where English is used as an official language (or a second language) (e.g. Singapore, India and Kenya)

Figure 5.42: Responses of senior-high-school students to Question 2, Part 2,
Expanding-Circle topics (N = 375*)

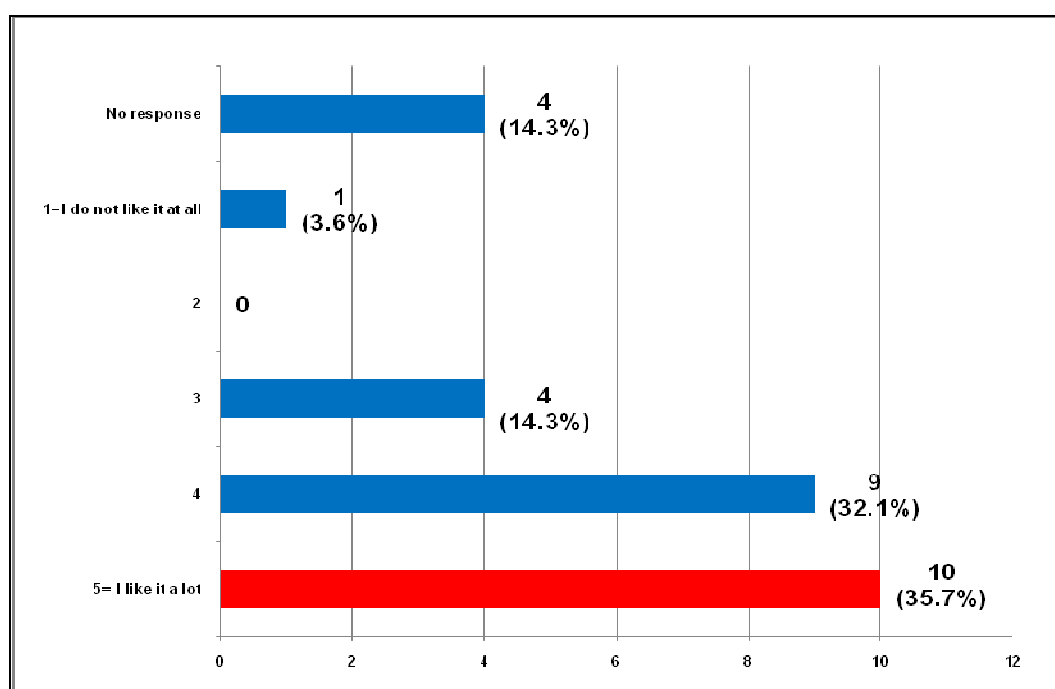
*Q2 in Questionnaire Part 2 was not included in the questionnaire for the 79 SHS students in Shizuoka (for explanation, see 3.3.3).



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)

(3) Topics about country where English is used as a foreign language (other than Japan) (e.g. China, Korea, Brazil, Spain and Russia)

Figure 5.43: Responses of teachers of teachers to Question 2, Part 2, Expanding-Circle topics (N = 28)

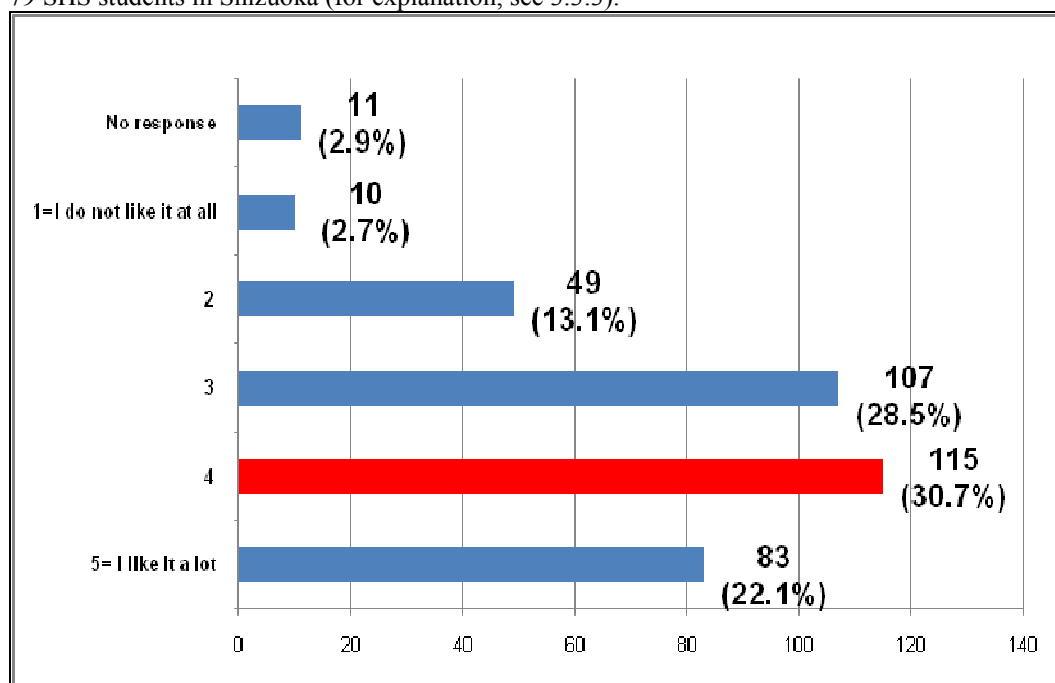


Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number.

(5= I like it a lot, 1 = I do not like it at all)

(3) Topics about country where English is used as a foreign language (other than Japan) (e.g. China, Korea, Brazil, Spain and Russia)

Figure 5.44: Responses of senior-high-school students to Question 2, Part 2, topics about Japan (N = 375*) *Q2 in Questionnaire Part 2 was not included in the questionnaire for the 79 SHS students in Shizuoka (for explanation, see 3.3.3).

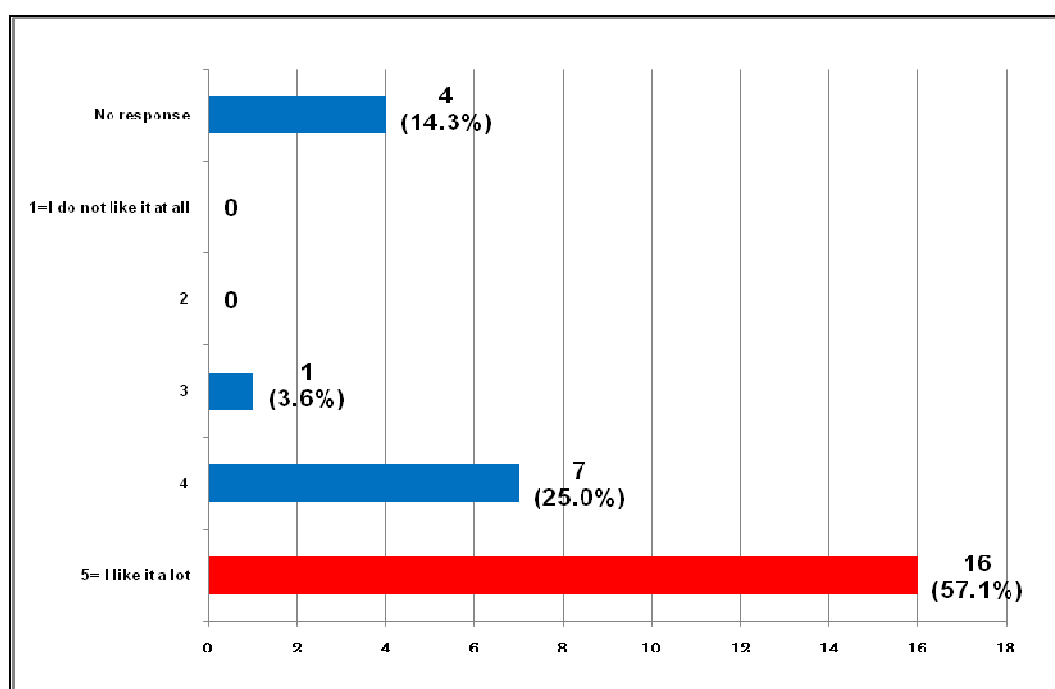


Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number.

(5= I like it a lot, 1 = I do not like it at all)

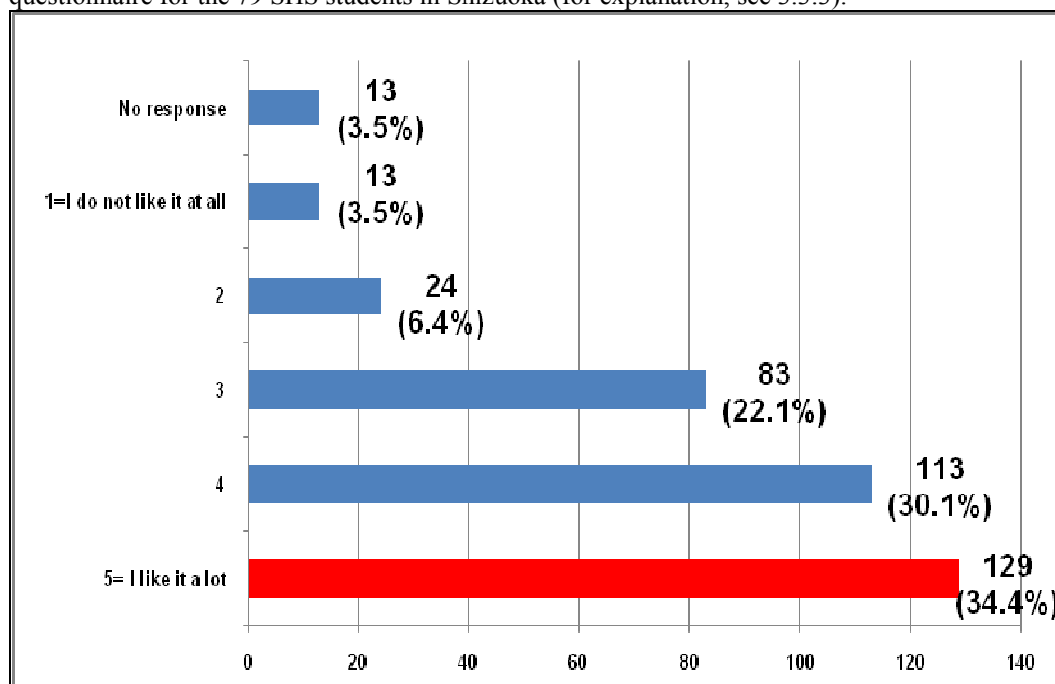
(4) Topics about Japan

Figure 5.45: Responses of teachers to Question 2, Part 2, topics about Japan (N = 28)



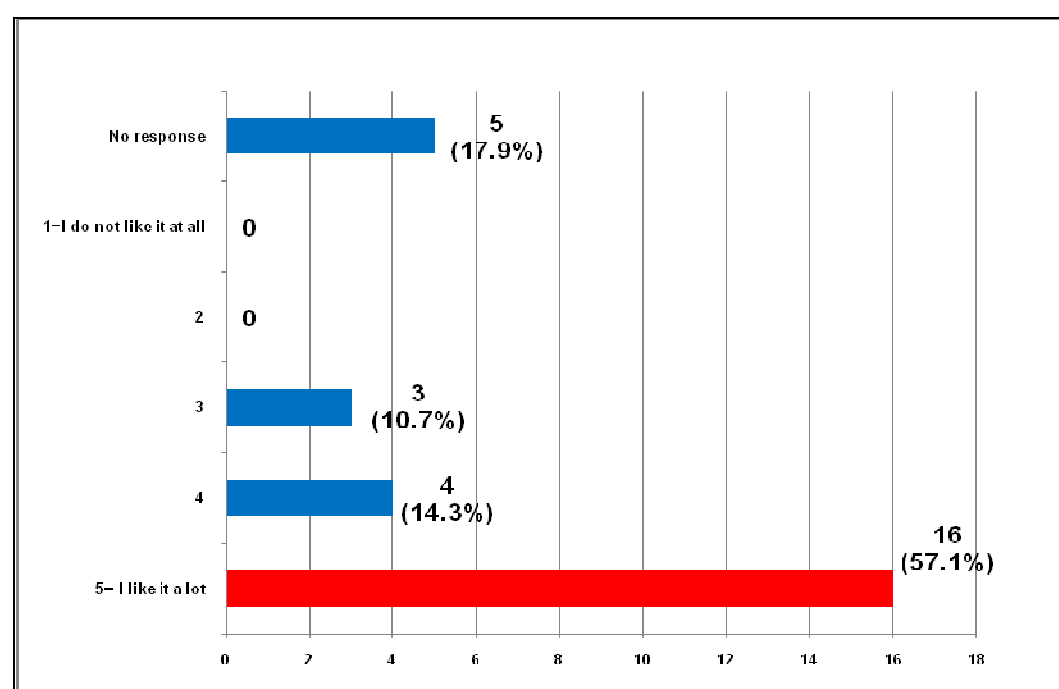
Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)
(4) Topics about Japan

Figure 5.46: Responses of senior-high-school students to Question 2, Part 2, multicultural topics (N = 375*) *Q2 in Questionnaire Part 2 was not included in the questionnaire for the 79 SHS students in Shizuoka (for explanation, see 3.3.3).



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)
(5) All of the above (1) – (4)

Figure 5.47: Responses of teachers to Question 2, Part 2, multicultural topics (N = 28)



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)
(5) All of the above (1) – (4)

5.3 Attitudes of learners and teachers towards the audio materials

In this section, I am going to report the results for the attitudes of the learners and teachers to the audio materials. In particular, I am going to report their responses to the Questionnaire Part 3, and their opinions during the focus-groups. The research question being investigated here is: what are the attitudes of Japanese learners and teachers of English towards ELF-oriented audiovisual materials?

5.3.1 Accented speech

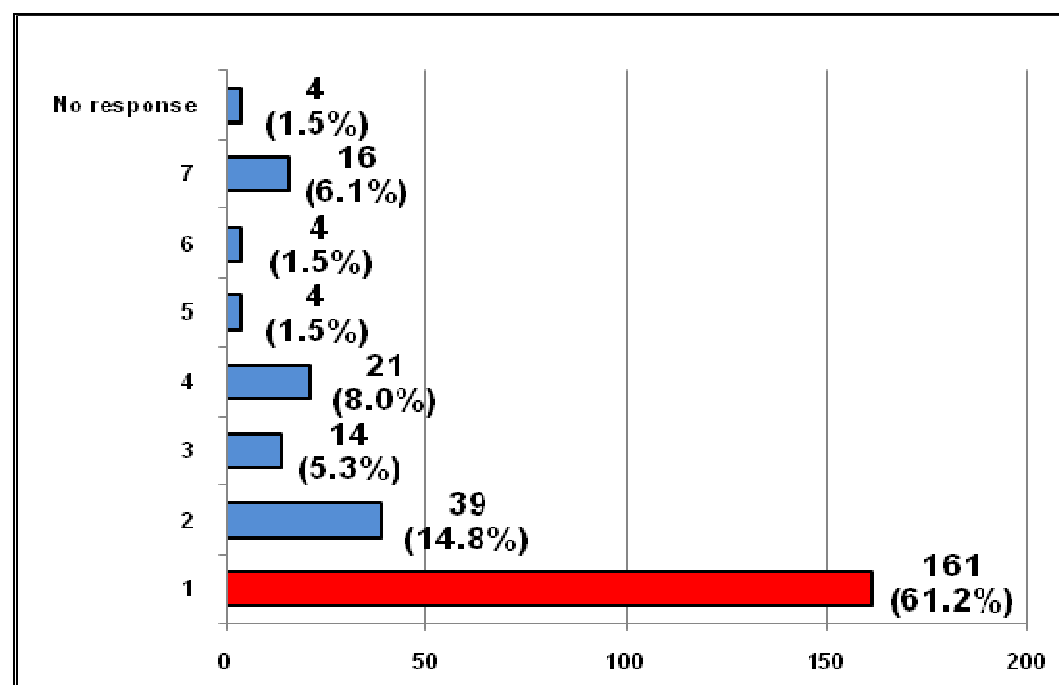
The informants rated two kinds of speech (moderately Japanese-accented and heavily Japanese-accented) in relation to six semantic pairs on a seven-point rating scale. The six pairs were: (1) with a Japanese accent/not with a Japanese accent; (2) not easy to understand/easy to understand; (3) likeable/not likeable; (4) this is like how I speak English/this is not like how I speak English; (5) this is how I would like to speak English/this is not how I would like to speak English; and (6) this is what I can attain in the future/this is not what I can attain in the future. I shall now present their responses to (1) with a Japanese accent/not with a Japanese accent and (5) this is how

I would like to speak English/this is not how I would like to speak English (for their responses to (2), (3), (4), and (6), see Appendices 5.7 - 5.20).

5.3.1.1 with Japanese accent/not with Japanese accent

The majority of informants recognised the Japanese accent in Speech 2 (see Figures 5.48 and 5.49, below). Scale 1 means “with Japanese accent”. For comparison, their responses for Speech 1 are also included.

Figure 5.48: Responses of junior-high-school students to Question 3, Part 3, Speech 2, 1. with Japanese accent (N = 263)

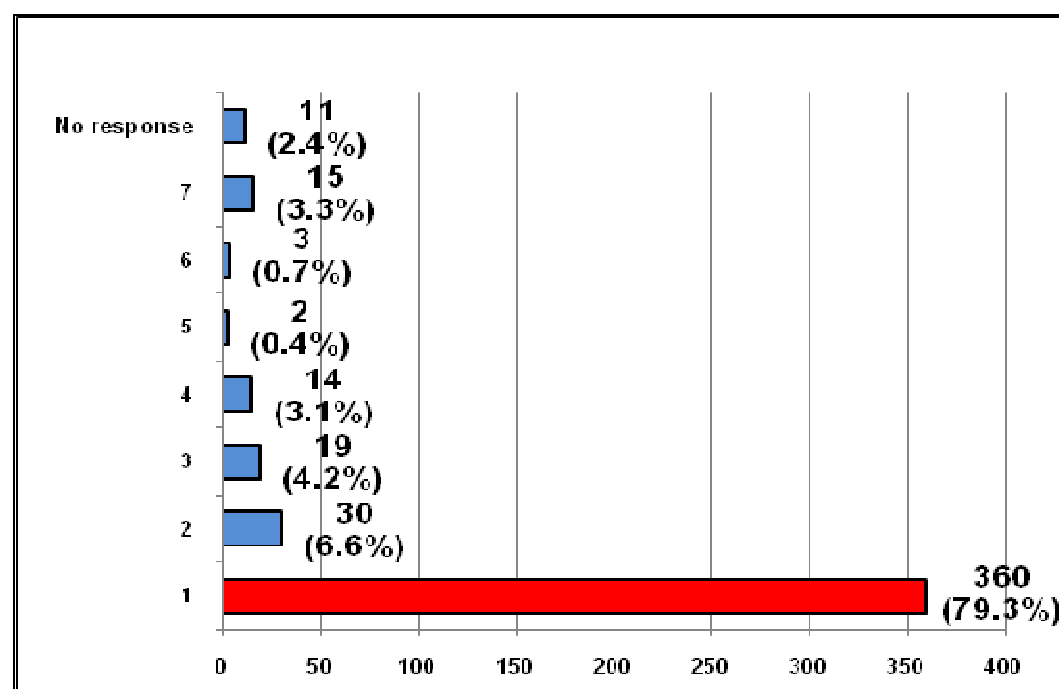


Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

1. with Japanese accent 1 2 3 4 5 6 7 not with Japanese accent

*Scale 1 means “with Japanese accent”. Scale 7 means NOT “with Japanese accent”.

Figure 5.49: Responses of senior-high-school students to Question 3, Part 3, Speech 2, 1. with Japanese accent (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

1. with Japanese accent 1 2 3 4 5 6 7 not with Japanese accent

*Scale 1 means “with Japanese accent”. Scale 7 means NOT “with Japanese accent”.

Speaking of accent, strong feelings were expressed about Speech 2 (Japanese-accented English) during the focus-groups. Some teachers and students felt that it was not like English. Here is a comment which reflects this feeling well:

Tokyo JHS, Teacher’s interview (10:37)

Teacher 1(T1): 逆に聞きたい、スピーチ 2 を用意したのは、ちょっとひどすぎないのかなと。

Researcher (R): ... ひどすぎると思われる点、先程スピード、あとは、

T1: リズムもそうでしょ、うん、英語になってないでしょ、まだ。

T1: I’d like to ask you, isn’t it too extreme to have prepared Speech 2 [as one of the recordings for this research]?

R: ... The reasons why you think it is extreme is the speed of the speech which you have just mentioned, or anything else?

T1: Also, is it the rhythm? Well, it has not become English yet.

Due to the features of Speech 2, the teacher did not consider it as *English*. The following student also recognised that the speech was more like Japanese language.

Niigata SHS, Student's focus-group (48.42)

Female Student 1(FS1): スピーチ 2 は、英語を日本語でしゃべってる様な感じがしました。

Researcher(R): はい、英語を日本語で。日本語の発音でという意味ですかね。

FS1: はい。

FS1: As for Speech 2, I felt that she was speaking *English* in Japanese.

R: I see, *English* in Japanese. You mean with Japanese pronunciation?

FS1: Yes.

The teacher and student above implied that the degree of Japanese accent was excessive. Regarding the accented Japanese, I found that many students laughed when Speech 2 was played as well as when they were asked about the speech. Here are two examples from the different focus-group sessions.

Extract 1

Niigata SHS, Student's focus-group (46.43)

(Speaking of Speech 1, less-accented English)

Female Student 2(FS2): 上手な日本人って感じ。

Researcher(R): それはスピーチ、

FS2: 1。

R: はい、上手な日本人。スピーチ 2 は。

Students(Sts): [Laughter] 46:51-53

FS2: がんばってる日本人。46:54

Sts: [Laughter] 46:54-58

FS2: Like a skilful Japanese speaker of English.

R: That is about speech?

FS2: 1.

R: I see, a skilful Japanese speaker. How about the speaker of Speech 2?

Sts: [Laughter] 46:51-53

FS2: A Japanese speaker who is trying very hard. 46:54

Sts: [Laughter] 46:54-58

Extract 2

Shizuoka SHS, Student's focus-group (30:43)

(Speaking of Speech 2, accented English)

FS3: 完璧な日本語って感じ。

R: 日本語という感じ。

Sts: [Laughter] 30:46-48

FS3: 完璧な日本語の英語、、、日本語英語。

FS3: Like perfect Japanese.

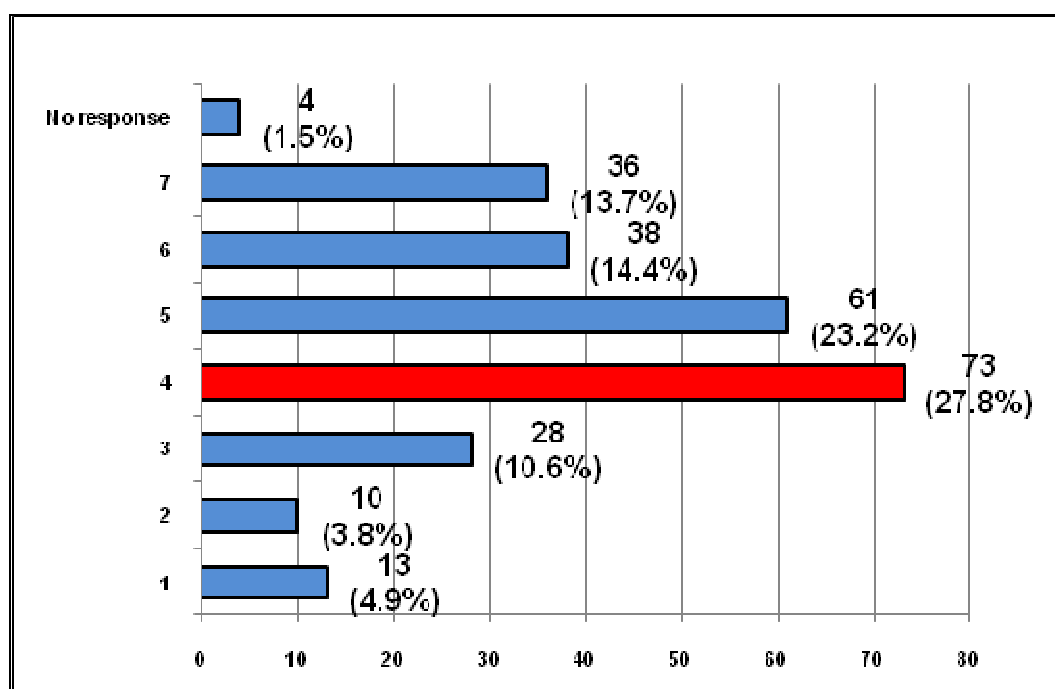
R: Like Japanese language.

Sts: [Laughter] 30:46-48

FS3: It is perfect English Japanese or Japanese English.

Why they laughed is not the focus of my discussion, but it is certainly true that the laughter occurred when talking about the accented speech. This provided some ideas about how they felt and reacted to the features of Japanese English.

Figure 5.50: Responses of Junior-High-School Students to Question 3, Part 3, Speech 1, 1. with Japanese accent (N = 263)

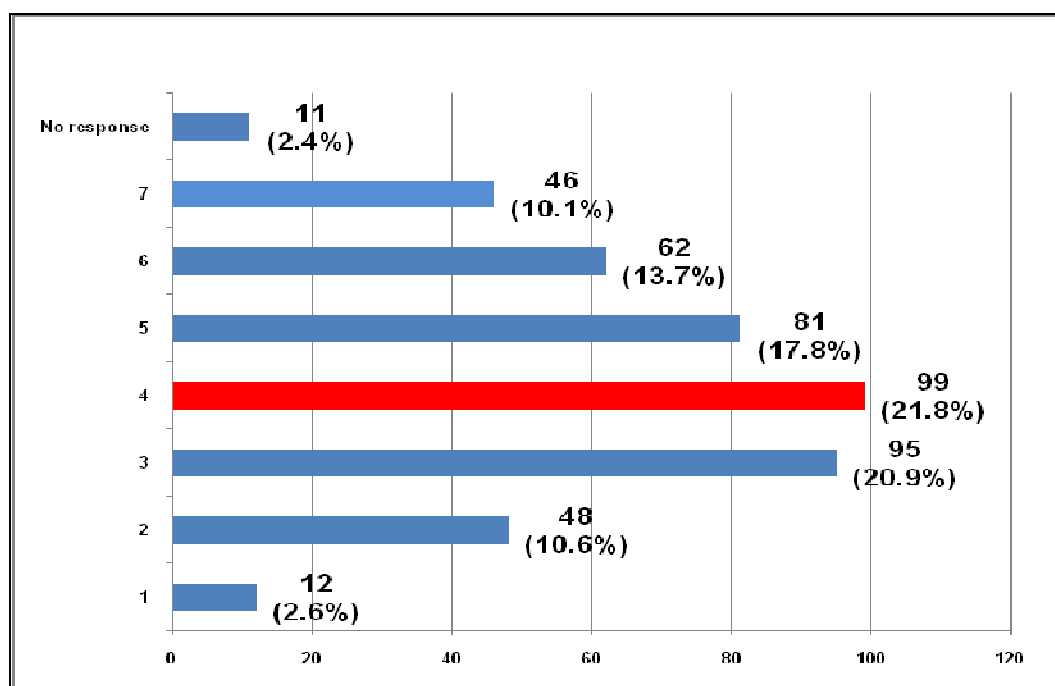


Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

1. with Japanese accent 1 2 3 4 5 6 7 not with Japanese accent

*Scale 1 means “with Japanese accent”. Scale 7 means NOT “with Japanese accent”.

Figure 5.51: Responses of Senior-High-School Students to Question 3, Part 3, Speech 1, 1. with Japanese accent (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

1. with Japanese accent 1 2 3 4 5 6 7 not with Japanese accent

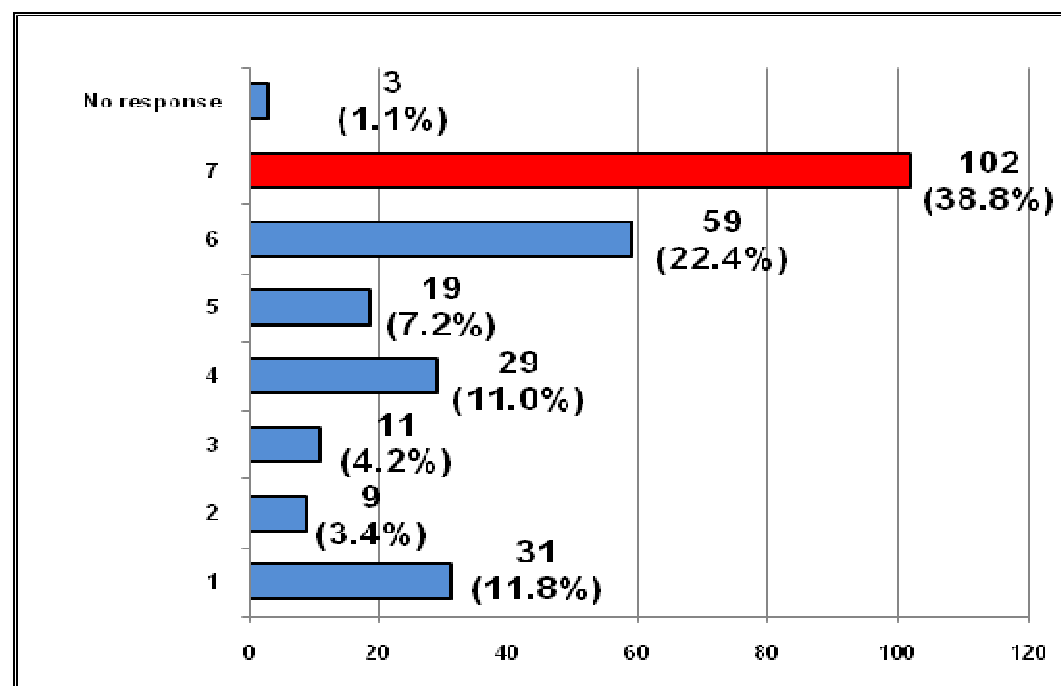
*Scale 1 means “with Japanese accent”. Scale 7 means NOT “with Japanese accent”.

5.3.2 Japanese-accented speech and international intelligibility

5.3.2.1 this is how I would like to speak English/this is not how I would like to speak English

Regarding question 5 (this is how I would like to speak English), feelings of anti-accented-speech were found in both the questionnaire answers (in the responses by the SHS students, in particular) and focus-group discussions (see Figures 5.52 and 5.53, below). The largest number (scale 7) means “this is NOT how I would like to speak English”. I decided that numbers 5, 6 and 7 on the scale represent “not how I would like to speak English”. Sixty-three percent of the JHS students and eighty-one percent of the SHS students answered that Speech 2 was not how they wanted to speak English. For comparison, their reactions to Speech 1 are also attached.

Figure 5.52: Responses of Junior-High-School Students to Question 3, Part 3, Speech 2, 5. this is how I would like to speak English (N = 263)

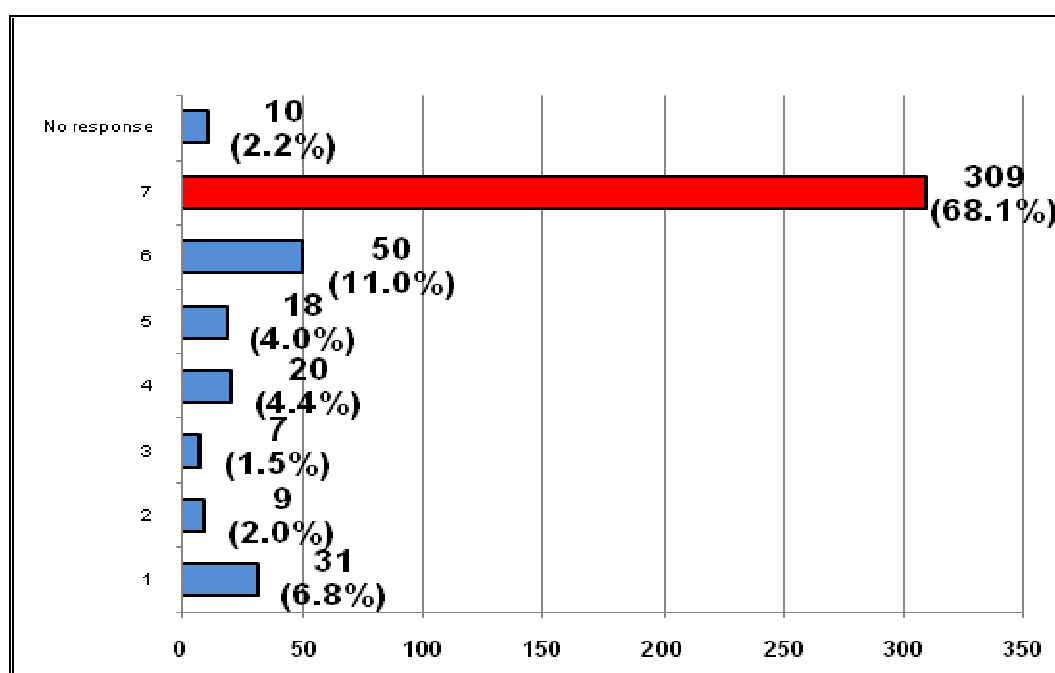


Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

5. This is how I would like to speak English 1 2 3 4 5 6 7 This is not how I would like to speak English

*Scale 7 means “this is NOT how I would like to speak English”. Scale 1 means “this is how I would like to speak English”.

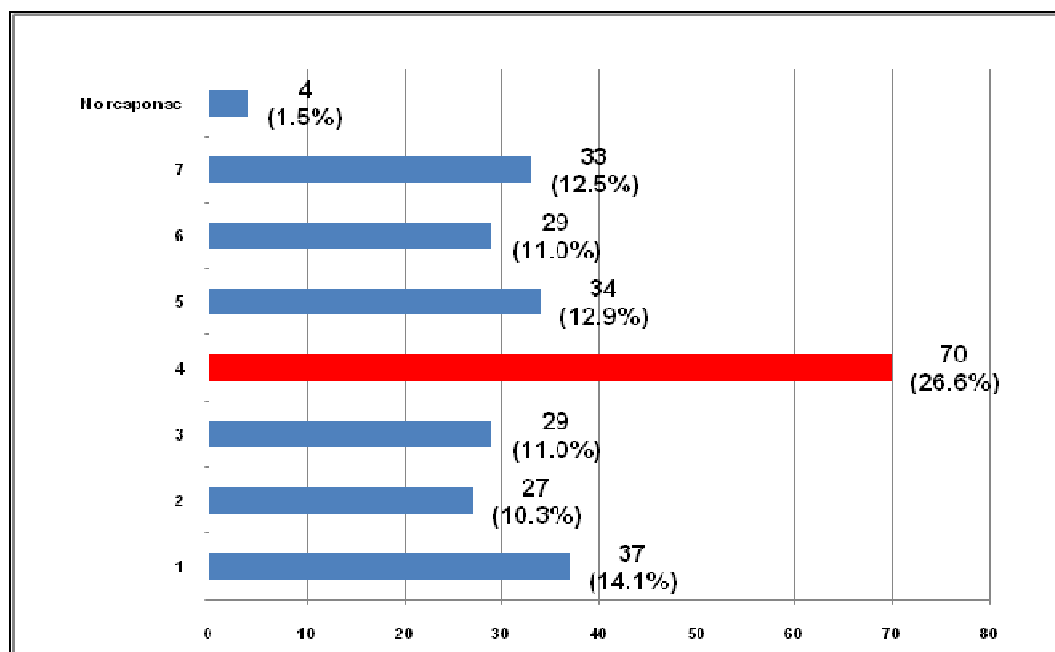
Figure 5.53: Responses of Senior-High-School Students to Question 3, Part 3, Speech 2, 5. this is how I would like to speak English (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

5. This is how I would like to speak English 1 2 3 4 5 6 7 This is not how I would like to speak English
 *Scale 7 means “this is NOT how I would like to speak English”. Scale 1 means “this is how I would like to speak English”.

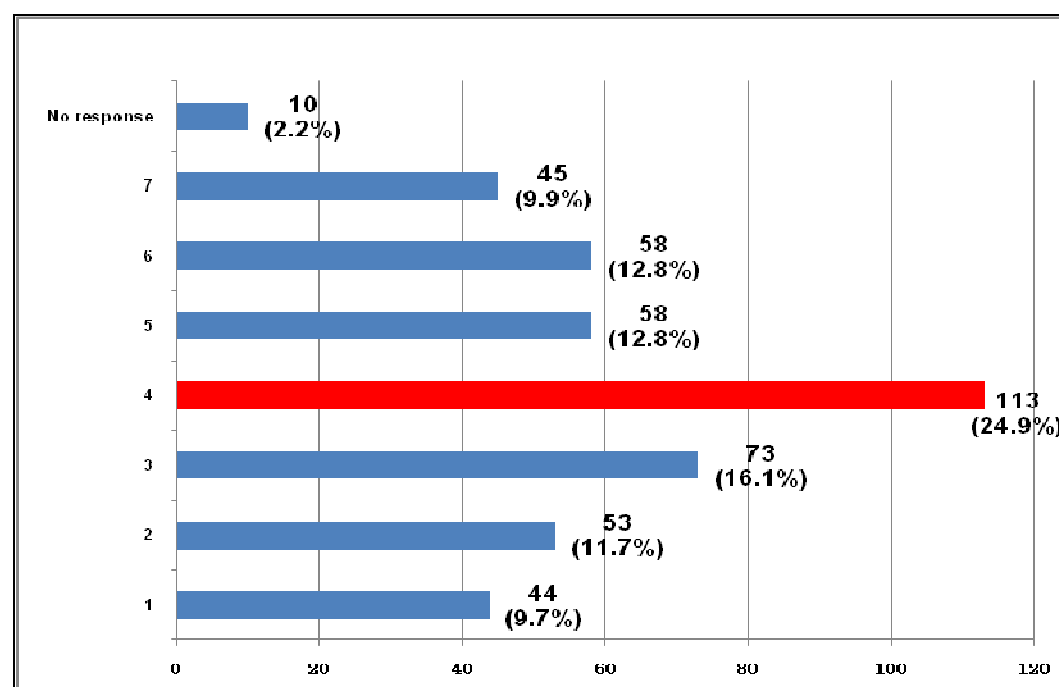
Figure 5.54: Responses of Junior-High-School Students to Question 3, Part 3, Speech1, 5. this is how I would like to speak English (N = 263)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

5. This is how I would like to speak English 1 2 3 4 5 6 7 This is not how I would like to speak English
 *Scale 7 means “this is NOT how I would like to speak English”. Scale 1 means “this is how I would like to speak English”.

Figure 5.55: Responses of Senior-High-School Students to Question 3, Part 3, Speech 1, 5. this is how I would like to speak English (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

5. This is how I would like to speak English 1 2 3 4 5 6 7 This is not how I would like to speak English

*Scale 7 means “this is NOT how I would like to speak English”. Scale 1 means “this is how I would like to speak English”.

When asked why they did not want to speak English as in Speech 2, the focus-group participants answered:

Niigata SHS, Student’s focus-group (49:40)

(Speaking of Speech 2, heavily-Japanese-accented speech)

Researcher(R): この様に話したい？全員一致で嫌です？そうですか。嫌だと思理由
は、思う感想は、何かありますか。

Female Student 2(FS2): 伝わらないと思う。

[Students(Sts): Everyone except one (Male Student 1(MS1), following) agrees]

MS1: かろうじて、通じるんじゃないかなみたいな。戦後の会議とかで
しゃべってた英語を聞いたことがあるんですけど、正直言って今のよりもひどかつ
たと思う。 [Laughter]

Sts: [Laughter]

R: Would you like to speak like this? None of you want to? I see. Do you have any reason or
opinion about why you don’t want to?

FS2: I think people won’t understand it.

[Sts: Everyone except one (MS1, below) agrees]

MS1: I have a feeling that people would barely understand it. I had a chance to listen to
speech recordings [spoken by Japanese] at post-war meetings and so on; honestly speaking,
those speeches were worse than the speech [we have just listened to (i.e. Speech 2)].

[Laughter]

Sts: [Laughter]

They agreed that the Japanese-accented speech was problematic because (they believed) it was not internationally intelligible. The male student (above) evaluated the intelligibility of Speech 2 based on his previous experience. So, I changed the question: “If we suppose that Speeches 1 and 2 are internationally intelligible, would you change your opinion?” Different degrees of ELF-oriented attitudes were discovered in their answers. I labelled them according to the degrees of ELF-orientation; namely, ELF Negative and Positive. I will now discuss them one by one with their comments, as below.

ELF Negative

Niigata SHS, Student’s focus-group (52:36)

Female Student 3(FS3): もし仮にスピーチ２のような話し方が通じるとしたら、これはおかしいと思います。やっぱりおかしい発音が広まってしまうことは・・私はちょっとよくないんじゃないかと思うんで。

FS4: 通用するとしても、話したいとは思わないです。

FS3: What if Speech 2 were intelligible [to people], I think that would be wrong. Because, I still think, if the funny pronunciation gets spread., I think it would be slightly bad.

FS4: Even if people understood it [Speech 2], I would not want to speak like that.

The above ELF-negative student did not accept Speech 2 as an acceptable way for people to speak, even if the listeners understood it. The student did not welcome the spread of (so-called) non-standard pronunciation and did not want to use it as her own English.

ELF Positive

Niigata SHS, Student’s focus-group (53: 57)

Female Student 5(FS5): ２が通用するのなら、そっちの方が簡単なんでいいと思います。

FS5: If people understand two [Speech 2], I think it is good because it is easier.

This position accepts the accented speech because of its practical benefits. Since speaking with an accent is easier than getting rid of it, the above student thought it was better for learners, provided that both speeches were internationally intelligible.

ELF Positive

Niigata SHS, Student's focus-group (54:33)

Male Student 1(MS1): なんですかね。思いやりの問題じゃないですか。聞き取りやすくしゃべろうとするかどうか、みたいな。

例えば。... 2の方がアクセントとか考えないで字のままで読めば、それで通じるならいいと思うんですけど、やっぱこう相手のことを思いあってしゃべるなら、やっぱ、できるだけ聞き取りやすい「く」しゃべった方がいいと思うんで、それでもやっぱ、1の方が、うん、いいと思いますね、通じるにしても。

MS1: Umm. Isn't it a matter of consideration [for the listeners]? Like, whether you speak to people in a way that they can easily understand.

For example, ... it is OK for Two [Speech 2] to be read without caring about accents and so on as long as it is intelligible, but if we speak with consideration for listeners, then I think it is better [for us] to speak as intelligibly as possible, but I still think One [Speech 1] is better, even although people understand both.

He also gave priority to intelligibility. This position considers that the accent itself would not be a problem as long as it is understood. His opinion was unique among the informants because it encouraged accommodation to the listeners' needs.

I observed at least two different levels of positive ELF-orientation. The degrees are (1) whether it accepts the existence of the accent, (2) whether it accepts it not only as receptive English but also as one's own productive English (i.e. speaking).

The learner's motivation was another issue which was brought up during the discussions on accented speech. Teacher 1 (below) admitted that it was important not to worry too much about having an accent. On the other hand, he said that attaining a level that is closer to that of a native speaker was better - the closer the better.

Tokyo JHS, Teacher's interview (12:27)

Male Teacher 1(MT1): 両方通じれば、いい方がいいでしょ。

Researcher(R): はい、スピーチ1の方が。

T1: 通じるんだったら、うん、2でもものおじせずに言えればいいんですけども、きれいな方がいいや。英語に近い方がいい。

学習者としてやるんだったら、だってその方が褒められて、或いはあなたはネイティブに近いよ、より近いよと言われた方が励みにもなるだろうし。このスピーチ1のレベルから、もっとスペシャルと言うかなんと言うか、もっと上になこうと努力をする。

MT1: If both are intelligible, less-accented is better, isn't it?

R: Yes, Speech 1 is better?

MT1: If intelligible, yes, [Speech] 2 is OK if students speak without being afraid, but the one which is more beautiful is better. The one which is closer to English is better.

If I am studying as a learner, because I will be praised, or it would be more encouraging if I am told that my pronunciation is close, closer to that of a native speaker. I will make efforts, to be, how can I say, more special and to go to a higher level from the level of this Speech 1.

He said that it would be encouraging for learners if given the higher-level target. The same logic was seen in the following answer given by a student:

Niigata SHS, Student's focus-group (52:00)

R: スピーチ 1 もスピーチ 2 も差し障り無く、両方とも差し障り無く国際的に通用すると言う場合、皆さんの意見は変わりますか。

FS1: 発音とか習っている意味がないと思います。

R: If we suppose Speeches 1 and 2 were without problems, without problems, and are internationally intelligible, would you change your opinions?

FS1: I would feel that it is meaningless to learn pronunciation.

The student said that, if Speech 2 guaranteed international intelligibility, she would lose her motivation to learn accurate pronunciation. If it is understood by people, why learn more? – that was the point she was making. This shows that accepting the accented speech could discourage learners from working on their pronunciation. This could initiate discussion on what should be a suitable model. I shall discuss this issue in the next chapter.

While the data showed that they did not want to speak like the heavily-accented speaker (Speech 2), the students neither wanted to speak like the moderately-accented speaker (Speech 1). Relatively few of them chose numbers 1, 2 and 3 on the scale that represent “this is how I would like to speak English”. In relation to these reactions, one teacher spoke about a student's shyness when beginning to sound like a NS in class. The following is taken from a teacher's interview:

Kanagawa SHS, Teacher's interview

Teacher(T): その子の気持ちですよね。あの、照れもあるので、あの授業中にあてた時なんかは、全力でかっこよくは読まないかもしれませんが、読める子はいっぱいいますね。

Researcher(R): 全力でかっこよく読まないのには、何か理由がありますか。

T: なんでしょうね、なんでしょうね。なんか、恥ずかしいんでしょうね。「おおっ。」って言われちゃうから、やなんじゃないですか。

T: It is up to how he/she feels. Well, they are sometimes shy. For example, when I nominate them [to read a coursebook aloud] in class, they may not put their full effort into reading, even though there are many who can read [with good pronunciation].

R: Are there any reasons for not putting real effort into the reading?

T: Let me think, let me think. They feel embarrassed, I guess. Other students would say “Oh! [with admiration]”, so they don't like it

5.3.3 Non-native variety of English in the audio materials

Although there were some individual differences regarding the extent to which the participants accepted NNS varieties in audio materials, many students and teachers shared two points in common regarding their inclusion. Firstly, they found a certain value in being exposed to the varieties for future communication with NNSs.

Secondly, they did not consider NNS as an ideal model for learning pronunciation.

5.3.3.1 Purpose of listening to NNS variety: fostering receptive skills

Both groups stated that the purpose of listening to an NNS variety is in order to become familiarised with such varieties. Despite the different degrees of ELF-oriented attitudes, the following students both agreed that NNS English was not to be imitated. Even the ELF-positive student (MS1) did not regard an NNS as a model for speaking:

Researcher(R): 音声教材に含まれることは？首を振りましたが、、、

ELF negative

Female Student 1(FS1): ノンネイティブの人による音声教材は、やっぱりよくないと思います。やっぱり自然な英語を身につけるためには、**ネイティブの発音を聞いてそれを真似ることが一番重要だ**と思うので。やっぱり音声教材にはネイティブの人じゃないといけないと思います。

R: 皆さん今の意見に対してはどうですか。

ELF positive

Male Student 1(MS1): 半分賛成です。ノン・ネイティブの人にも聞きなれていなかったら、**真似るんじゃないけど、含めたらいい**。

R: What do you think about including NNS variety in audio materials? You shook your head...

ELF negative

FS1: The audio materials recorded by NNSs are not ... good. Because I think ... in order to learn natural English, copying the pronunciation of NSs is the most important thing. I still think it should be NSs to be recorded in the audio materials.

R: What do you think about the opinion [which has just come up]?

ELF positive

MS1: I half-agree. If we weren't used to listening to NNSs... Not copying but including it is good.

The teachers had similar ideas to the students, but there were slight differences in their approach. In addition to the practical benefit (i.e. becoming familiarised with the pronunciation), the teachers also mentioned the opportunity for raising the learners' awareness about the existence of NNS variety. Here are two examples from the teachers' comments:

Extract 1

Niigata SHS, Teacher's focus-group (45:16)

Male Teacher 2(MT2): ノンネイティブの英語が入るのは大歓迎で、むしろ、その色々な音を、音があるんだよ、というのになれさせるという意味では、ただ、アメリカ人、イギリス人の英語に関係なく、いろんな英語の発音があるんだよというのを親しませる意味で、そういう機会を与える意味では賛成です。

MT2: I welcome non-native English, rather, in the sense that making students get used to, well, various sounds, the fact that there are various sounds, not only regarding English spoken by American and British people, in the sense that **making them familiarised with the fact there are various pronunciations of English**, in the sense that giving such **opportunities**, I agree.

Extract 2

Kanagawa SHS, Teacher's interview

Female Teacher 1(FT1): ... それを訓練するまでの必要はないけれども、そういういろいろあるんだよっていうことに触れさせるところまでは、高校生のうちにした方がいいかなって思います。

FT1: ... I think, **although it isn't necessary to train them, up to the stage where students are exposed to the fact that there is such a variety of English**, it would be good to finish that stage in high school.

How they described listening to NNS varieties was different, too. Unlike the students, some of the teachers described this as an 'opportunity' for learners in the classroom (see Line 4 in Extract 1, above). Furthermore, the teachers were aware of the need to increase the opportunities to encounter NNS English(es) outside the classroom in the future. For that reason, they thought that it would be worthwhile for students to be exposed to such varieties beforehand:

Extract 1

Kanagawa SHS, Teacher interview

Female Teacher 1(FT1): 実際問題、困るわけですね、将来的にね、うん。まあ、自分は、そういう、いわゆるスタンダードを目指してしゃべっていくってことでいいかもしれないけど、聞き取れないということに関しては困ると思う

FT1: **In reality, they will be in trouble, won't they? In the future**, yes. Well, the students themselves may say that I will speak aiming at so-called 'Standard English', that may be fine, but **if they are not able to understand them [NNS varieties] by listening**, I think **they will be in trouble**.

Extract 2

Niigata SHS, Teacher's focus-group (46:21)

Female Teacher 1(FT1): リスニング教材としては、あの、色々な英語、の音と、音にもなれるという意味でも非常に面白いし、**実際にそういう場面が社会出れば多くなるわけなんで、それに慣れておくのは大事、ある意味大事なのかな**と思います。

FT1: As listening materials, well, in the sense that students get used to the sounds of a variety of English, and the sounds, extremely interesting. **In reality, such occasions will increase when they start working in society**, I think **getting used to that is important**, it would be important in a sense.

5.3.3.2 NNS variety as a target model

As we have seen, the importance of strengthening receptive (listening) skills was acknowledged during the sessions. In the meantime, the issue of the target models was discussed as well. The same student (MS1, above) extended his view in a unique way:

Male Student 1(MS1): イギリス英語とアメリカ英語のアクセントどっちもしゃべれる人って、あんまないじゃないですか、たまになんか俳優とかでいますけど。... **自分はどっちかをちゃんと習得**して、でもやつぱ、聞き取れる、いろんな国の人のが聞き取れて、しゃべれるっていうのが一番いいと思います。 **自分のは変わらないにしても。**
... **自分がしゃべる英語は、今までどおり**、教えるのがアメリカ英語だったら、アメリカ英語だけかもしれないけど、いろんなのを聞き取れた方がいいんじゃないんですかっていう感じです。

MS1: There are not many people who can speak in the accents of both British and American English, are there? Sometimes, there are some, like actors and so on [who can]. ... I think it is best to **learn to speak one or the other for myself**, but (still), able to listen, able to listen to and speak with people from various countries is best. Although **my own English will not change**.
... **As for English I speak, as it has been**, if I am taught American English, it may be only American English, but I feel “Is it not better to be able to listen to a variety of English?”

He brought up the issue of a production (speaking) model. He implied that an NNS variety would not be a production model by saying that the current model (e.g. American English) was going to stay as it had been.

The JHS teachers exhibited a more cautious attitude towards this issue than any other of the participants in this study. For instance, the following JHS teacher explained his view of the purpose of listening at the introductory level and, accordingly, the need for the careful selection of speech:

Tokyo JHS, Teacher's interview

[Speaking of including NNS variety in audio materials]

Male Teacher 1(MT1): その、発音がNSと同じレベルであればいいと思います。というのは、**中学校で教えているわけ**です。**お手本として示す**
... 習字のお手本じゃないですけども、うーん、エリザベス女王とはいわなくても、スタンダードなイングリッシュというものを、お手本として聞かせる、だから聞いて真似るわけですから、その聞くものが、ひどい方言だったり訛りがあったりというものじゃ、お手本にならない。
...まねして、発音練習をすとか、リーディング、音読の練習をするなら、やはりいいものじゃないと。

MT1: Umm, if the pronunciation is at the same level as NSs, I think it is OK. Because we are teaching at junior-high school. We present it as a model.
... just like a model for calligraphy, umm, although not the English of Queen Elizabeth, but make the students listen to so-called ‘Standard English’ as a model, because we listen and

imitate/copy it. If the thing we listen to is a bad dialect or has an accent, it cannot be a model. ... for instance, if we do pronunciation practice by imitating it, and if we do reading, reading-out practice, it should be good.

The above teacher stated that NNS English at the native level was acceptable for inclusion, implying that NS was best. That was because listening materials are used as a model to repeat during pronunciation and reading-out practice at junior-high school.

On the other hand, regarding a classroom model, a question was raised by an SHS teacher as to whether Japanese English is an ideal classroom model or not. She questioned what a suitable classroom model should be and talked about how she had felt about being a classroom model herself.

Niigata SHS, Teacher's focus-group (46:21)

[Speaking of including NNS variety in audio materials]

Female Teacher 1(FT1): リスニング教材としては私も賛成なのですけども、...リピートするため、あの、モデルリーディングのために読まれる場合っていうのはありますよね、そこで、は、どんな英語を使ったらいいんだろうというのは、私はちょっと分からないところがありますね。うん。

例えば、例えば、私たちから、私からすると例えばイタリアの人が話している英語って言うのはなかなか特徴があるものですけども、それでモデルリーディングがされていたら、それはちょっと首、ちょっとそれでいいのかどうか...。私はちょっと分からないところがありますね。

でも、... なんでわからないのかっていったら、**自分も日本語母語話者なのに、英語の時間に英語をしゃべっているわけで、**[笑] 例えばリピートアフタミーとかいっているわけですよね、そうすると自分も、あの、うん、これでいいのかな？[笑]

Ts(Teachers): [笑]

FT1: という意味で、私は分からないという言葉を使ったんですけども。

FT1: I agree [with including the NNS variety] as listening materials, but ... for repeating, well, when the text is read for model reading, as for what English should be used on that occasion, I don't know.

For example, for example, from our [Japanese] point of view, from my point of view, for example, English spoken by Italian people has quite unique characteristics, if model reading is read by that English, it would be a bit, I wonder a bit whether it would be good or not I don't know.

But, ... speaking of why I don't know, **I myself am a mother-tongue speaker of Japanese, but I speak English in the English class,** [laughter] for example, I say "Repeat after me.", don't I? Reflecting that, well, **am I also OK?** [laughter]

Ts: [laughter]

FT1: In that sense, I use the expression, "I don't know".

To summarise the points, most of the participants agreed that including NNS variety would be worthwhile for raising their receptive skills but not for raising their productive skills. Neither the students nor the teachers considered NNS varieties as a suitable model. The teachers also found the awareness-raising purpose in the inclusion of NNS English in audio materials as a general principle. The teachers' attitudes to Japanese-accented English (one's own English) as a classroom model were expressed during the focus group session.

Chapter 6

Discussion of findings

In this chapter, I am going to highlight the primary results of this study. I will summarise them in the following five sections: ELF characteristics in materials in Japan, stakeholders' attitudes to ELF-oriented materials, preferred models, international intelligibility as a goal, and future implementation of ELF-oriented materials.

6.1 ELF characteristics in English language teaching materials in Japan

As reported in Chapter 4, some coursebooks in the state sector were more ELF-oriented than others. The major characteristics of ELF-oriented materials were found in: the number of OC characters and non-Japanese EC characters; the number of words uttered by those characters; the use of either an OC country or an EC country other than Japan as a location for dialogues; and the type of communication existing between NNSs with no NS.

6.1.1 State sector English language teaching materials

6.1.1.1 Junior-high-school coursebooks

(1) Representation

As we have seen in Chapter 4, some of the coursebooks analysed in this study have more non-Japanese NNS characters while others have less. Research by Takahashi (2004) involving a historical comparison of two different-kind 7th-grade coursebooks *Everyday English* (Iwasaki 1954; Hatori, 1987; Ueda 1997) and *One World* (Matsuda 1950; Hasegawa 1987; Sasaki 1997) published in three different time periods: the 1950s, 1980s, 1990s and 2000s in addition to the analysis of the latest *One World* (Matsumoto, Ito, and Takahashi 2006) offers an interesting comparison. According to Table 6.1, following, 1 non-Japanese EC character and 1 OC character were found in the coursebooks (*Everyday English* and *One World*) approved in 1996.

Table 6.1: Historical Comparison of Two Same-kind Coursebooks (*Everyday English* and *One World*), Nationality of the Main Characters and the Number of Words

Uttered by those Characters

Coursebook	Year	Japan		IC		OC		EC Other than Japan	
		Character	Word	Character	Word	Character	Word	Character	Word
EE	1954	0	0	9	1078	0	0	0	0
	1987	6	700	3	603	0	0	0	0
	1997	3	463	4	341	0	0	1	120
OW	1950	0	0	10	1201	0	0	0	0
	1987	9	1047	4	591	0	0	0	0
	1997	2	348	5	396	1	143	0	0
	2001	3	451	2	435	0	0	1	106
	2006	3	213	4	657	0	0	1	68

IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

EE: *Everyday English*, OW: *One World*

In the two most recent *One World* coursebooks (see Table 6.1, above), it seems that the number of the words uttered by NNS characters decreases by 2006. A similar decrease in the number of words uttered by non-Japanese NNS characters is also found in four other approved books for JHS 7th grade students over a period of 10 years (see Table 6.2, below). Since 1996, only one coursebook out of the six, *Columbus*, has increased the number of non-Japanese NNS characters as well as the number of words uttered by those characters. Adding the results from the current analysis, over the period of 10 years, the total number of the words uttered by the non-Japanese NNS characters (in the 6 coursebooks) has also decreased (words uttered: 512 in 1996, 454 in 2001, and 374 in 2006).

Table 6.2: Historical Comparison of Six Same-kind Coursebooks, Nationality of the Non-Japanese NNS Characters and the Number of Words Uttered by those Characters

Coursebook	Year	EC Other than Japan		OC		Total	
		Character	Word	Character	Word	Character	Word
CO	1996	62	0	0	0	0	0
	2001	3	59	0	0	3	59
	2006	4	115	0	0	4	115
NC	1996	3	81	1	70	4	151
	2001	1	55	1	44	2	99
	2006	1	57	1	72	2	129
NH	1996	1	218	0	0	1	218
	2001	0	0	0	0	0	0
	2006	0	0	0	0	0	0
OW	1996	0	0	1	143	1	143
	2001	1	106	0	0	1	106
	2006	1	68	0	0	1	68
SS	1996	0	0	0	0	0	0
	2001	2	132	0	0	2	132
	2006	0	0	1	62	1	62
TE	1996	0	0	0	0	0	0
	2001	0	0	1	58	1	58
	2006	0	0	0	0	0	0
Total	1996	4	299	2	213	6	512
	2001	7	352	2	102	9	454
	2006	6	240	2	134	8	374

IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

CO: *Columbus*, NC: *New Crown*, NH: *New Horizon*, OW: *One World*, SS: *Sunshine*, TE: *Total English*

As a result, the number of NNS characters and the number of words uttered by those characters did not change to become more ELF-oriented in the 10 year period. As reported in Chapter 2, a shift from EFL to ELF (EIL) was observed in MEXT's action plan in 2003 (below). Yet the subsequent decrease in the number of NNS characters is not in accordance with this earlier action plan.

...English has played a central role as the common international language in linking people who have different mother tongues. For children living in the 21st century, it is essential for them to acquire communication abilities in English as a common international language.

(Regarding the Establishment of an Action Plan to Cultivate "Japanese with English Abilities", MEXT 2003)

I think there is space for changes in this regard – especially in relation to the aim of English education as advocated by MEXT (above). I think it is desirable to feature more non-Japanese NNS characters in each coursebook so as to better “link [people] who have different mother tongues” through English as a common language. I also think that featuring NNS characters from *different* countries is ideal in order to better reflect the philosophy of the action plan.

Secondly, featuring different characters from different circles will not (by itself) threaten the current target model. According to my research, as long as speech uttered by NNS characters is written in ‘correct’ English form (in accordance with the target model), and so long as it is read and recorded accordingly, teachers and students are not likely to concern much about the origin of characters.

Thirdly, I think it is ideal if the coursebook reflects the reality of the English language by using a number of different NNS characters. Do NNS characters utter words as frequently in dialogue as NSs? According to Crystal (1997) and Graddol (1997), the number of non-native English speakers is believed to outnumber native speakers. If we are concerned with reflecting these assumptions in the representation of coursebooks, there should ideally be more non-Japanese NNS characters in some of the coursebooks (JHS coursebook: *Total English*; SHS coursebooks: *Unicorn*, *Polestar*, *Vista*, *Vivid*, and *World Trek*, see Appendices 4.1 and 4.2).

It is not surprising, in the current analysis, to find that dialogues most frequently took place in Japan (e.g. 70% in JHS coursebooks; 65% in SHS coursebooks). This is because the majority of the readers are about the same age (and from the same country) as the Japanese characters featured in the coursebooks. It makes the most sense for these Japanese characters to live in Japan so that the students can identify with them. So, it is not a great surprise that there was no instance of OC English usage and that there was only one EC country included other than Japan (Brazil) in the JHS coursebooks (see Table 4.7, Chapter 4). As for the *Columbus* dialogue that took place in Brazil, a Japanese character (primary character) was in Japan and communicated via the Internet with Brazilian characters who were in Brazil. This means that the Japanese character did not actually go to Brazil, but rather used English in Japan.

Having said that, in dialogues in an SHS coursebook (*Exceed*), Japanese characters did go to an OC country (India) and an EC country other than Japan (Russia). They used English with local people in these countries. In India, for instance, the Japanese character who was studying there asked her friend a question. The English used in Russia was exchanged between a Japanese student who was visiting Russia and a Russian clerk at a bakery. Detailed context for these dialogues was given with pictures and a transcript. I believe clear descriptions of these contexts might be helpful for users, especially when they do not see themselves using English in those countries in the future. At the same time, in my view, the more realistic the context of dialogue, the easier it is for users to imagine such English uses (e.g. dialogue during a business trip to Korea). By more frequently including OC and EC countries other than Japan, coursebooks could help Japanese learners relate a little more to English as used in daily life.

English uses were mostly found to take place between an NS and a Japanese character in JHS and SHS coursebooks (see Appendix 4.6). The majority of English uses found in the analysis were uses between a NS and an NNS (50, which is 78.1% out of the total 64 mixed-country uses in JHS coursebooks), and between a NS and a Japanese (47). Only 9 (approximately 14.0% of the total 64 mixed-country uses in JHS coursebooks) were between NNSs. Although I did not exclude NS-NNS communication in my original definition of ELF, this proportion of English uses does not seem to reflect the increasing opportunities for English uses between NNSs as estimated by the researchers.

According to students' questionnaire answers (Part 1, Q1), some students chose a combination of characters that was familiar to them. They said they chose the combination because they had seen a similar combination of characters in previous coursebooks (see 5.1.1). Reflecting a little on that, I think that some students might feel more familiar with English uses between NNSs if such uses are featured more often. Including more dialogues between NNSs will become easier, if more OC and non-Japanese EC characters are featured in the relevant coursebooks.

(2) Contents of texts and topics

It could become easier to include topics about OC countries and EC countries other than Japan by featuring characters from those countries in a coursebook. For example, if an OC character is featured in a dialogue, it will be natural to choose an OC topic (e.g. a guest speaker from Singapore talks about his own country, Lesson 2, *New Crown*). It will also become easier to include OC countries or EC countries other than Japan as location for dialogues if characters from those countries are featured in a coursebook.

As Matsuda (2003: 719) points out, “English is still being taught as an inner-circle language” using the “coursebooks with characters and cultural topics from the English-speaking countries of the inner circle”. This IC orientation is also observed in (1) the number of words uttered by IC characters (50% of the total words uttered in the JHS coursebooks, and 44% in the SHS coursebooks) (2) the number of instances of communication between a NS and a Japanese (73.4% of the total mixed-country uses in the JHS coursebooks, and 70.8% in the SHS coursebooks), and (3) IC topics (55.0% of the total nation-specific topics) in JHS coursebooks that were analysed for this study.

To sum up, there are opportunities for changes in JHS coursebooks to reflect a more realistic situation of English speakers and English uses in the representation of coursebooks, and there are also chances for new topics to be introduced in dialogues. The changes can be made (1) by increasing the number of OC and non-Japanese EC characters, (2) by increasing the number of words uttered by non-Japanese NNSs, (3) by increasing the instances of communication between a Japanese speaker and a non-Japanese NNS, (4) by introducing the use of OC and EC countries other than Japan as a location of dialogue, and (5) by increasing the number of topics concerning OC and EC countries other than Japan. Fulfilling (1) will subsequently increase chances for (2) – (5). These changes should be made if we try to move from EFL more in the direction of ELF.

6.1.1.2 Senior-high-school coursebooks

(1) Representation

In the SHS (English II) coursebooks, each lesson generally consists of a main text supplemented by different dialogues between characters; these dialogues are mostly included at either the beginning or at the end of a lesson. Because of this, changes in representation cannot be as effective as they might be in JHS coursebooks (see the previous section).

Although there are stylistic differences between SHS and JHS coursebooks, dialogues that reflect the learner's daily life (and that highlight different locations) can be good input for SHS students. There are particularly good examples in *Exceed*. One example is a dialogue between a Japanese student and his Korean friend who is visiting a city in Japan (Osaka). The Japanese student uses English in order to show her around. Another is a dialogue between a Japanese student and her Indian friend: the Japanese student asks her friend a question about her homework during her time in India. The more coursebooks that can teach English through the use of realistic scenes, locations, and people, the better.

One of the reasons for this is because, as participants in my study mentioned, many learners could not really see themselves as (ever being) users of English. For many SHS students, the primary reason for studying English in school is to pass university examinations. Both students and teachers prepare for this immediate goal, even though the object of foreign language learning as advocated by the MEXT is to prepare students for future communication in English.

Even if the representation in coursebooks becomes more ELF-orientated, the classroom tendency to prepare for upcoming exams will not change. Even so, the true purpose behind studying English in the state sector – which is English for future communication – should be reflected in the coursebooks students use. If the assessment method was going to be changed, we might predict a "washback effect". If their set goal is to attain a level of international intelligibility, then learners might not be inclined to learn precise forms from the target model. As a result, learners may end

up producing forms that are far from correct – and will therefore be unable to make themselves internationally intelligible.

Users should ideally be exposed to different types of communication (including communication between NNSs) as well as to dialogues that take place in different locations. This would then run alongside a shift from mono-cultural to multicultural as observed in the course of study issued by the Ministry of education (see Takanashi 1975, cited in Hino (1988: 312) in Chapter 2). This would also coincide with the suggestions made by researchers in this field. Matsuda (2006: 9), for instance, claims that “coursebooks and other teaching materials for teaching EIL...must have a broader representation in terms of both language and culture”. Fraser (2005) also argues that mono-cultural ELT input is not appropriate for the MEXT goals, and suggests focusing on ELF (rather than EFL) with varied cultural input.

(2) Contents of texts and topics

I believe there is more room for change in this regard for SHS coursebooks than for JHS coursebooks. This is because upper-secondary school students are a little more proficient in general. Thus, larger issues such as the global spread of English can be also introduced (so as to raise awareness) in coursebook readings. However, the above readings might not be suitable in terms of level of difficulty for 7th grade learners who have just started their first-year of formal English education. And so, I assume that whereas JHS coursebooks are more likely to have exposure as their primary purpose, SHS coursebooks at senior levels are more likely to focus on a mixture of exposure and awareness-raising purposes.

Four SHS books had lessons that included ELF features 1.1-1.5: ‘Singlish Bad; English Good’ (Lesson 6, *Crown*), ‘English as a World Language (Lesson 10, *Unicorn*), ‘India’(Lesson 4, *Vista*), and ‘One Language or Many?’ (Lesson 11, *Polestar*). If we think of the aim of reading these materials from an ELF perspective (apart from linguistic development), it would be to provide students with the opportunity to think about various issues related to ELF as listed in:

1.1 Current/future situation of English

- 1.1.1 Number of speakers
- 1.1.2 Contexts of uses
- 1.1.3 Domains of uses
- 1.1.4 English as an international language
- 1.1.5 Sociolinguistic complexity of the English language

1.2 English varieties

- 1.2.1 Existence of different varieties
- 1.2.2 Names of varieties
- 1.2.3 Characteristics/forms of varieties
- 1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English

1.3 Linguistic imperialism and critical awareness

- 1.3.1 English domination
- 1.3.2 (In)equality in communication
- 1.3.3 Ownership of English

1.4 ELF contexts and uses

- 1.4.1 Departure from EFL
- 1.4.2 Same-country English uses within a nation with many languages
- 1.4.3 Mixed-country uses between NNSs

1.5 New model(s)

- 1.5.1 Departure from an EFL model
- 1.5.2 Pluralization of standards
- 1.5.3 International intelligibility as a goal
- 1.5.4 Concerns/attitudes related to new models
- 1.5.5 Learner's choice

Students should be given the opportunity to learn about such issues in the process of learning English. Such opportunities should be provided for learners in addition to other tasks that foster their linguistic knowledge and linguistic practice in keeping with the primary goal of learning to prepare students for their future communication in English.

As suggested by Matsuda (2006), discussion topics might also be used so as to introduce learners to the issues related to ELF. Student participants in my study exchanged their ideas in focus-groups that considered such issues as: English varieties, 'Standard English', and new models. Some participants said that they had never thought about these issues before. Based on the student reactions in my research, it seems that giving such discussion topics could be a good opportunity for learners to at least think about these issues. Here is one example of students who thought about differences between NS and NNS speeches during a focus-group:

Niigata SHS, Student's focus-group (59:32)

When discussing imitating NNS English as a target model

Female Student(FS) : ネイティブの方がいいんだけど、なんでだろ？ちがうのかな、ネイティブとノンネイティブが話しているのと、ちがうんですか？

Researcher(R): どう思いますか。

FS : 発音がちがうだけで、発音とか、アクセントとか、あまり気にしない方がいい。通じればいい。

FS: I prefer a native speaker [as a target model to a non-native speaker], but, why do I think so? Is English spoken by a native speaker different from that spoken by a non-native speaker?

R: What do you think?

FS: Pronunciation is the only difference [between the two], pronunciation, accents, and so on, it's better not to care about it so much. It's OK as long as I can make myself understood [in that English].

Without being given any answer, this participant reached her own conclusion, which said that attaining international intelligibility is her most important goal. From this observation, I think it would be worth trying to give opportunities for learners to think about the issues related to ELF – both in the form of readings and in discussion topics.

Kiryu, Shibata, Tagaya, and Wada (1999) investigated how the approved coursebooks deal with cross-cultural awareness, and they analysed 1993 and 1998 senior-high coursebooks for English Course I. They found that these coursebooks had a high tendency to refer to the United States and Japan. In relation to the results from this previous study, there were more topics about OC and EC countries other than Japan in the SHS coursebooks reviewed in my current study (OC 8.0%, EC other than Japan 28.0%, IC 32.0% in SHS; OC 5.0, EC other than Japan 10%, IC 55.0% in JHS). Again, since SHS students are more proficient, there seem to be more chances for SHS coursebooks than for JHS coursebooks to introduce issues related to OC and EC countries other than Japan.

6.1.3 Discussion with the focus of ELF

6.1.3.1 Raising awareness of ELF contextual factors

Applied linguists and publishers will need to find ways of promoting a more ELF perspective in coursebooks and other teaching materials (Matsuda 2003)². Jenkins (2004) invites publishers to develop such ELF-oriented materials. In keeping with

Jenkins, I believe the current emphasis should be “more on raising awareness of EIL contextual factors...than on providing classroom pronunciation courses” (Jenkins 2004: 116). There are two main reasons for this. First of all, as Jenkins herself suggests, there is currently no ELF model for learners and teachers (see Chapter 2). And second, students and teachers in the current study reacted quite strongly to the idea of presenting non-standard English in the materials. I think this is due to their belief that “correct” rather than non-standard forms of English should be presented in the materials. This is understandable because, coursebooks are the place where their target model is presented in written form – while audio materials provide the place where it is presented in its spoken form. If NNS English is presented instead of the current NS target model, it is reasonable to think that they might wonder why it is included there. They do not understand the point of including NNS English/Englishes in addition to a NS variety.

Why is NNS English (either written or spoken) included? Is it included so that students can study the non-standard written forms and reproduce them? Or is it included so that students can listen to non-standard speeches and repeat them? The answer to both these questions is no – (the NNS English is) not to serve as a target model. This should be made clear to both students and teachers.

I assume that students are less aware than teachers of the meaning behind the inclusion of non-standard English in course materials. I believe there is space for students to discuss these issues and to think about their deeper meanings (see 6.5 Future implementation of ELF-oriented English language teaching materials). The representation of characters, locations, forms of communication, readings and topics, can all contribute to this aim, thereby raising an awareness of ELF contextual factors.

6.1.3.2 Difference in ELF-orientation among publishers

While there were some similarities among the coursebooks, there were also differences in terms of ELF orientation between publishers. Why were there such differences? Was it because publishers hired different material writers with different writing styles? Further research is necessary in order to answer these questions.

6.2 Stakeholders' attitudes to ELF-oriented English language teaching materials

Although there were individual differences in the attitudes of students and teachers as to how far they accepted ELF-oriented features in materials, there were clear similarities in their responses to some ELF features. The similarities were: (1) they seemed to accept ELF-features that were related to situational and contextual factors of ELF (relatively easily) (2) and they tended to express their negative opinions using reasons that focused on the issues of a target model. I shall explain these two in more detail.

6.2.1 Contextual factors of ELF features in English language teaching materials

Contextual factors for the ELF-features in my analysis were (1) representation of characters, (2) location of dialogues, and (3) types of communication. Let us consider student responses to a combination of characters featured in a coursebook (see 5.1.1 Origin of characters, Focus-group data (Q1, Part 1)). In their responses, they expressed their favourable attitudes towards a wide variety of characters. Some students wrote on their questionnaire that it was good because they could see different opinions, values, customs and culture. There were also some students (focus-group participants) who did not give me any definite reasons for their preferences other than to say “[including a variety of characters is] fun”. This is one of the examples in which they did not show strong reactions to situational and contextual factors of ELF features in materials.

6.2.2 Written forms of non-standard English

By contrast, students seemed to have a bit more to say about the use of ‘Standard English’. For instance, in their answers some students wrote that it was unnecessary to include the extract because they thought people already knew the information (5.2.4.1 Importance of ‘Standard English’, Questionnaire data (Q1-6, Part 2)). There were students who feared that the sentence might imply that only ‘Standard English’ is correct. Compared to the questions about representation (e.g. preferred characters), the questions that related to a target model elicited opinions with definite reasons

behind them. It seems that some ELF-features elicit more opinions with reasons from learners.

Other ELF-features related to contextual factors appeared in extracts about: The current situation for English, Varieties of English, and ELF contexts and uses (Questionnaire Part 2, Q1-1, Q1-2, and Q1-4). Student reactions towards these extracts were comparatively more positive than those directed towards the extracts about ‘Characteristics of a variety’ and ‘Model’ (‘Standard English’) (Q1-3 and Q1-6). One possible reason why students rated the extracts on Characteristics of a variety less positively (than the extracts which included contextual factors) may be because they presented non-standard forms of English in a *written* text (see below). It could also be because both the extract about Characteristics of a variety as well as the extract on Model (‘Standard English’) were related to the issue of model.

Extract about characteristics of a variety

Q1-3: Often the grammar [of English in Singapore] is a little simpler, or just different [from ‘standard’ English]. For instance, in a shop in Singapore you may hear the customer bargaining with the salesclerk, “Cheaper, can or not?”

“Every Singaporean *speak*. Me too. *It not* a dialect.” (Examples of English in Singapore. *Emphasis added.*)

Students and teachers expressed fears about including the non-standard English written form as (the) target model in coursebooks. They also expressed uncertainty about including spoken NNS Englishes in audio materials. More ELF-oriented students thought that including NNS Englishes was good for raising receptive skills; other students disagreed, claiming that NNS Englishes should not be included for any reason. Most of the ELF-oriented students agreed that they did not regard any NNS English as a production model.

To summarise, informants had no strong objection to ELF-features which were related to contextual factors of ELF (e.g. representation of characters in a dialogue). In contrast, they expressed more negative opinions regarding ELF-features which were closely related to the issues of a target model, for example, the extract (written text) which included forms of non-standard English, and audio recordings which included spoken NNS English.

6.2.3 Comparisons of findings with those of previous attitude studies

6.2.3.1. NS preference

In her studies, Jenkins (2007) found that despite a massive shift in the usage and users of English over recent decades, many teachers of English in EC countries still believe that ‘proper’ English is the English that is spoken in the UK and in the US. My studies reveal that students and teachers claimed similar beliefs and preferences. Participants expressed “An unquestioning certainty that NS English (British or American) is the most desirable and most appropriate kind of English for international communication (Jenkins 2007: 197)”.

At the same time, I also found a few teachers and students who chose to support the NS varieties for certain practical reasons. They explained that learning ‘Standard English’ (American or British Standard English) is good because it is internationally understood, studied, and used, and thus more people can understand it. Such people were not *unquestionably* accepting the NS varieties, but simply believed that NS English was the most desirable and appropriate choice for international communication.

Having said that participants emphasised practical reasons for learning English (such as international intelligibility), there were teachers and students in the current research who still wished to teach and learn in order to achieve a level of NS proficiency: “If intelligible, ... [heavily-accented speech] 2 is OK if students speak without being afraid, but the one which is more beautiful is better. The one which is closer to English is better. If I am studying as a learner, because I will be praised, or it would be more encouraging if I am told that my pronunciation is close, closer to that of a native speaker, I will make efforts to be ... more special and to go to a higher level from the level of this Speech 1”.

Learner's preference for a target model and motivation for English learning

Teachers and students also raised the issue of motivation in relation to the ELF model. One teacher claimed that it would be encouraging for learners if given the higher-level target (i.e. the NS model). One student also said that if heavily-Japanese-accented English guaranteed international intelligibility, then she would lose her motivation to learn accurate pronunciation. Learners could be discouraged from working on their pronunciation if accented speech became internationally acceptable. This indicates the importance of a learner's choice on a target model. As discussed by Timmis (2002) and Kuo (2004), it is up to ELT teachers and learners to make a decision as to the extent to which they wish to approximate the model. Although "giving learners what they want may not always be possible or desirable (Dalton and Seidlhofer 1994: 8)", I agree that their preferences should be taken into account when selecting a target model. The model(s) which they want to learn should be considered (Jenkins 2002), namely because they have a right to choose what it is they learn.

6.2.3.2. ELF as a production model

Firstly, according to Jenkins (2007: 224), her interviewees did not think "it would at present be feasible to implement the teaching of ELF accents in classrooms in their own countries". My research data confirms that participants did not see non-standard English as a model for production. Many students and teachers in my studies claimed (1) that they needed a target model for their English learning and teaching, and (2) that 'Standard English' ought to be taught in an EFL environment. For example, one JHS teacher stated that the target model for learners and the goals that they would be able to attain were two different things. He claimed that the target model should remain the same even if it was impossible for all learners to achieve that goal.

Secondly, as reported by Jenkins (2007), the NNS English teachers who were her interviewees did not think it feasible to use their own proficient NNS English accents as models of pronunciation. Participants in my study also discussed the question of whether or not Japanese English is an ideal classroom model. A SHS teacher raised

the question and expressed her feeling about being a classroom model herself. NNS teachers (based on these studies) shared some anxiety when comparing themselves with their NS counterparts. This anxiety was also reported in Medgye (1995) and Takahashi (2002). The majority of NNS teachers in Jenkins' study said that: "while they would teach ELF accents, they would continue to regard NS English as 'correct', and would still aspire to an NS accent for themselves (Jenkins 2007: 228)". This reveals the ambivalent attitudes held by NNS teachers. This ambivalence in attitude was also observed among my participants.

6.2.3.3. Attitudes to ELF use for international communication

Most interviewees in Jenkins' research (2007) supported the abstract notion of ELF, but did not accept ELF varieties as legitimate. My data reveals similar attitudes. More specifically, students and teachers in my study affirmed the importance of learning English as an international *lingua franca*, even though they saw NS varieties as legitimate and did not see ELF (characterised by accents, for example) as the appropriate production model.

Sense of membership within the ELF community

Regarding the question of whether students and teachers feel a sense of membership of an ELF community (Jenkins 2007), the students in my study expressed their desire to learn English in order to make themselves better understood in an international community. Although they *felt* a desire to belong to the ELF community, they did not actually see themselves participating in (or being ready to participate in) that community. One of the issues which may be relevant to this is that students in my study claimed that heavily-Japanese-accented English was not internationally intelligible. In other words, they did not think that a heavily-Japanese-accented speaker could communicate with people belonging to the international community. This resembles findings from Matsuda's study (2000). Matsuda (2000: 152) reported that students in her study had mentioned that Japanese-accented English was not intelligible, even though "most of them have never had opportunities to attempt to

communicate in the variety". I will discuss the ELF experiences of my own student participants later in this section.

L1 identity in their L2 English

Regarding teachers' attitudes, Jenkins (2007: 231) concludes that "NNS teachers may have very mixed feelings about expressing their membership of [in] an international (ELF) community or even [in] an L1 identity in their L2 English". As previously mentioned, some teacher participants in my research did not think positively about using their own ELF accents in the classroom. In other words, they did not feel their L1 identity (in terms of accent) when using English in the classroom. I argue that their attitudes towards using ELF *outside of the classroom* may vary from what they feel about using ELF in class. In summary, I agree with Jenkins (2007) who claims that NNS teachers may have very complicated feelings. And I think this is due to the double standard they have in their minds: positive feelings about using ELF for communication and fears about using and teaching ELF in their English classes.

Jenkins (2007: 231) claimed that "whether or not ELF accents will be taken up by NNS teachers in the future, and thus passed on to their learners will largely depend on "how they believe ELF is perceived in the wider English-speaking context, and within that context"". I shall now look at what may influence attitudes towards ELF accents.

6.2.3.4. What could influence students' and teachers' attitudes to ELF accents?

According to Jenkins (2007), it is past experience, present context, and the perceived effect of one's accent that influences (1) the attitudes of teachers to their own accent and (2) their choice of accent. I will now look at my findings from the following three participant perspectives: considering past experience, present situation and self-evaluation of their accent.

Past experience of ELF use

My data revealed that people's experiences of ELF could influence their attitudes towards their own ELF usage. One student who participated in a focus-group evaluated the intelligibility of heavily-accented Japanese English based on his own experience. He had previously had a chance to listen to a recording of a Japanese national speaking at a post-war meeting. He compared the accent with the heavy Japanese accent he had listened to for the purpose of the survey. He then judged that the speech in the current research was more internationally intelligible than the speech at the post-war meetings.

Two things can be said from this observation. First, past experiences can be one criterion for people who are evaluating a speech or an accent. Student participants in my study seemed to make the decision based on whether or not the language/accents was understood by international audiences according to their own experiences. Second, if they have more opportunities to listen to proficient ELF speakers who are internationally intelligible, then they will be able to evaluate ELF usage by applying their own yardstick.

I also learned that students in my study had some experience with encountering ELF situations. Actually, many participants mentioned their past experiences using English with non-Japanese NNSs, for example, especially with Chinese students who came to visit their schools. Some students said that they used English, Japanese, Chinese and a number of physical gestures when communicating with the Chinese students. Such an experience of ELF communication may help learners to realise that "nativelike pronunciation and perfect grammar are not prerequisite for successful communication (Matsuda 2005: 70)"; this realisation may eventually influence their attitudes to ELF accents (including their own accents) as well as their choice of accent.

Present situation 1: entrance examination for senior-high-school students

Another argument students and teachers made during the focus-group sessions was that Japanese students should study ‘Standard English’ in order to pass university entrance examinations. Both teachers and SHS students expressed concerns about the entrance examinations. They prioritised preparation for the examinations. They emphasised that learning ‘correct’ English was important for that purpose. One SHS teacher said: “As a teacher, I have a quite strong feeling that I still want students to learn correct one (English) ... when thinking about entrance exams”. At the same time, as discussed above, she disclosed her double standard: “when I think about university-entrance examinations, I choose 5 [in the agreement of the statement “*it is important to speak and write ‘standard’ English.*”], but at daily level, it is not so”. This supports what Jenkins (2007: 231) predicts: whether or not ELF will be taken up by NNS teachers in the future will depend on “how they believe ELF is perceived ... within that context”. Teachers currently make decisions on what is or is not appropriate to teach within that context.

Student participants in my study also said that they would change their answer to the above question (regarding the use of Standard English) depending on when they answered the question. If they were asked before the entrance examinations, then they would think that studying and using Standard English was most important. If asked after the examinations, then they would say that being intelligible is the goal of their English learning and use.

Present situation 2: presenting a model for junior-high-school students

There are some teachers in my research who expressed positive feelings about including NNS Englishes in audio materials. They were concerned, however, about the level of the learners and the stage of their learning when thinking about using such materials. One teacher said it was too early to introduce such a varied form into junior high school: “Although I think that it is OK to have such a variety ... it is OK not to use it in junior-high schools, it is OK after entering a senior-high school or a university, I don’t feel much need to use English which is simplified and different

from ‘Standard English’ like this”. Again, it seems true that whether or not ELF will be taken up by NNS teachers in the future will depend on “how they believe ELF is perceived ... within that context (Jenkins 2007: 231)”. According to the results from my research, many teachers in Japan (JHS teachers, in particular) currently do not feel an immediate need for ELF-oriented teaching and materials.

Self evaluation of accent

During a focus-group session in my research, a question was raised by a SHS teacher as to whether or not her own Japanese English offered an ideal classroom model. She raised a question about what a suitable classroom model should be and spoke about her feelings concerning being a classroom model herself. Unlike Jenkins’ interviewees (2007), however, who expressed some anxiety over job loss, there was no fear expressed among the teacher participants about the possibility of losing jobs because of ELF accents. At the same time, (although this was not the case for a Japanese teacher of English), I heard from a teacher interviewee that her previous colleague, who was an assistant English teacher from India, was fired because of his/her accented English. To my knowledge, there have not been any cases when Japanese teachers of English got fired due to their accents in the state secondary schools in Japan. Unlike the results from Jenkins research (2007), in the case of Japanese English teachers in secondary school, the effect of an accent on one’s career did not seem to influence attitudes to their own accent or to their choice of accent. The situation could be different in the private sector or at institutions of higher education even in Japan.

6.2.3.5. Practical benefits of ELF model

Speaking of having NNS English as a target model, one student participant argued that copying NNS English was easier than copying a NS variety with regard to speaking: “I think it might be easier to copy English spoken by NNSs than copying NS English”. In her comments, she also specified that it would be easier for her to listen to and repeat the English spoken by a fellow national (in her case, a Japanese

speaker of English). Similarly, another student said that: “If people understand two [Speech 2, heavily-Japanese-accented English], I think it is good because it is easier”. She accepted the accented speech because of its (comparative) easiness. Since speaking with an accent is less challenging than getting rid of it, she thought it was better for learners if both speeches were internationally intelligible.

In an interview with Jenkins (2009), a student mentioned how easy it was to understand ELF in comparison with English as a native language. An Italian student pointed out the fact that (at least for her/him) it tended to be English native speakers who proved the source of (many comprehension) problems:

I see that if I’m in the middle of people that are not English and they’re speaking English and so there is no problem understanding them, probably my obstacle was that to understand like really English people talking (quoted in Jenkins 2009: 206).

The convenience and practical benefits of learning ELF were mentioned by students in both Jenkins’ study and in my own. On the other hand, there were also teachers in my study who expressed concerns about this idea. Regarding using and teaching simplified forms of English (e.g. dropping the third-person-singular ‘s’) for the sake of convenience, one teacher stated: “I don’t agree with the idea so much that ... “let us cut it off because that way is, simply speaking, easier””.

Jenkins (2007: 252-3) pointed out that “If ELF were to be established and recognized ..., it is reasonable to suppose that the majority of English users in the expanding circle would rethink their attitudes and identities, and choose to learn and use this kind of English because it would be to their advantage to do so”. However, I do not think that we can deny the possibility that teachers and learners may still wish to teach and learn the NS model even if an ELF option is given (Timmis 2002 and Kuo 2004). In my study, there were indeed teachers and students who wished to keep the level of competency of NS English as their goal for teaching and learning. I agree with Timmis (2002) and Kuo (2004) who claim that it is up to the ELT teachers and learners in each context to make a decision concerning the extent to which they want to approximate that model. For this reason, attitudinal studies (including the current study) can contribute a great deal to understanding what it is that teachers and learners

wish to teach and learn.

6.3 Preferred models

Since ELT materials are the places where target models are presented, there will inevitably be discussions about target models when talking about people's preferences concerning ELF-oriented materials. In fact, both students and teachers in my study discussed target model issues during their focus-group discussions.

6.3.1 Purpose of learning 'Standard English': international intelligibility

Both students and teachers discussed the meaning of learning 'Standard English' (in the form of American English in the state sector and in general) in Japan. They said that they should study 'Standard English' in order to be understood internationally. They thought that using 'Standard English' was good for both NNS and NS interlocutors (see 5.2.4.1 Importance of 'Standard English').

6.3.1.1 Ideal model

What many students and teachers claimed was (1) that they needed a target model for their English learning and teaching, and (2) that 'Standard English' should be taught as long as English was being studied in an EFL environment. The supposed purpose behind using 'Standard English' was to introduce students to a language that many people in the world could understand. The teacher cited below, however, said that the aims that had been set for learners and the goals they would actually be able to attain were two different things.

Tokyo JHS, Teacher's interview (0435)

Talking about the text "It is important to speak and write 'Standard English'."

Male Teacher 1(MT1): 日本人は、あるスタンダードな英語を目指すべきだと思うんですね。その結果日本語なまり的な英語になろうが、簡略化されたカタカナみたいなものになろうが、それはかまわないと思うんですが、こういうものをゴールにしてはいけないんじゃないかなあと思う。

MT1: I think Japanese should aim at [mastering] 'Standard English'. I think, as a result, if their achievement turns out to be Japanese-accented English or simplified English which sounds like *katakana* (Japanese phonetic symbols), it doesn't matter, but, we should not make such English as a goal.

MT1: ゴールではないけれども、うん、エイムかな、目的かな。... 結果として ... スタンダードじゃないような発音になっちゃったり、ね、そういうのはかまわないと思うんですけども、お手本としてはやはりスタンダードなものに触れるべきだと思う。特に、初期であればあるほど。

MT1: It is not a *gōru* [as pronounced by the speaker], but *eimu* [as pronounced], an aim. ... As a result, ... if it [their English] becomes, for example, non-standard pronunciation, I think it doesn't matter, but as a target model, we should be exposed to English which is standard. If learners are in their early period of learning, the need [for being exposed to 'Standard English'] is greater.

He said that the initial aim should be achieving a standard level of English, even though some learners might not achieve that goal. He claimed that the target model should not be changed and that it should be a standard one. He also indicated that there is a greater need for learners at early stages to be exposed to 'Standard English'.

There were also some students who thought it would be better to achieve a level of English competency which is closer to a NS variety of English. Here is one example.

Niigata SHS, Student's focus-group (53:16)

Female student 4[FS 4]: どっちも通じるんだったら ... なるべくその現地の人よりの発音で話せるようになった方がいいと思います。

R: 現地の人というのは、何か具体的にありますか。

FS4: 英語を第一言語として話している人。

F4: If people understood both ... it is better for us to speak with pronunciation which is closer to that of local people.

R: By 'local people', do you mean any particular group(s) of people?

F4: People who speak English as their first language.

Ellis (1994) claims that social context and learner attitudes interact with one another in such a way as determines the learners' preference model. Dalton and Seidlhofer (1994: 8) suggest that "giving learners what they want may not always be possible or desirable, but it is obvious that their attitudes should be taken into account in pronunciation, as in other aspects of language". Thus, the model(s) which learners want to learn should be considered (Jenkins 2002). The choice of which variety to adopt as a model is dependent upon the context, which must include the reasons why people are learning English, and also the relative availability of an appropriate nativized model (Kirkpatrick 2006).

In the context of Japan, where English is not used on a daily basis, it would not be a great surprise to discover that both learners and teachers want a target model. The tendency for learners to prefer a NS to a NNS model would not be surprising, either,

because a NS variety (American English) is already a target model in Japan. What we should discuss, however, is the question of whether the NS model is realistic or suitable for students in compulsory education in the country.

6.3.1.2 Attainable model

McKenzie (2007) claims that the unfavourable evaluations of the competence and social attractiveness of the moderately-accented Japanese English (MJE) in his study casts doubt upon this as a suitable model. But, he also casts doubt on “the appropriateness of ‘native-like proficiency’ as the ultimate and the most desirable goal for Japanese learners of English to attain” (see ‘Attitudes towards Japanese variety’ in Chapter 2). Kirkpatrick (2006: 74) also argues that “for people who are learning English in their home countries (and even for those who have spent a significant part of their education in a native speaking country) ... the native speaker model on offer is one that is impossible to achieve”. Student participants used their focus-groups to discuss the difficulty of attaining a target model. Speaking of having NNS English as a target model, one student argued that copying NNS English was easier than copying a NS variety with regard to speaking:

Niigata SHS, Student’s focus-group (59:32)

R: ノン・ネイティブの英語を真似ることに対しては、どう思いますか。

Female student (FS): ...NSの人よりもNNSの人が話した英語を真似した方が、なんか、しゃべりやすいのかなあと 생각합니다。...

FS: っていうか、自分と同じ国？の人がしゃべっている英語を、真似した方がしゃべりやすいんだと思います。

R: What do you think of copying NNS English?

FS: ... I think it might be easier to copy English spoken by NNSs than copying NS English. ...

FS: I rather say, I think it is easier to copy English spoken by people from the same country as I am from.

In the extract above, she also specified that it would be easier to listen to and repeat the English spoken by a fellow national (in her case, a Japanese English speaker). I do have to point out that she talked about how easy it was to copy NNS English only from a learner’s/speaker’s perspective, but not from a listener’s perspective. In other words, she did not mention how easy it would be for a listener to understand such speech. I do not think that a target model which is easier for learners to re-produce should necessarily be selected as a model. What about a speaker’s intelligibility? And

what about a listener's degree of understanding? To answer these questions, there is a need to describe the degree of accentedness that is necessary in order to maintain mutual intelligibility.

6.3.1.3 Appropriate model

The next question is “what is an appropriate model for learners in Japan?” The learners' strong preference for the heavily-accented Japanese (HJE) speaker (see McKenzie 2007) might imply that they identify with the speaker. However, in my research, neither learners nor teachers showed a strong preference for the heavily-accented Japanese speaker of English. Since the Japanese-accented English speakers utilised in the two studies were not the same, we should not ignore people's preference for the voice quality of individual speakers. Thus, I do not think that we can simply compare results from the two different studies.

McKenzie (2007) suggests that the HJE speaker is a more suitable target for the learners to achieve, provided mutual intelligibility with speakers of other languages can be maintained. At least, “it seems unreasonable to impose a single or ... a restricted range of pedagogical models” (McKenzie 2007: 243). I agree with this idea. But in practice, teachers need a pedagogical model (or models) in order to assess a learner's achievement by giving tests, for example. As for selecting a pedagogical model, students in my study answered that they could not choose one by themselves. They claimed that they would need a target model (e.g. ‘Standard English’ or a NS model) for learning, especially when thinking about university entrance examinations and maintaining a level of international intelligibility in communication.

6.3.1.4 Alternative model

As McKenzie (2007) argues, it seems unreasonable to impose a single pedagogical model as a target of learning. This parallels the shift from EFL to ELF in the MEXT's Action Plan. Another question which might arise is as follows: if there is not a *single* pedagogical model, what should be provided for students and teachers as a goal of learning and teaching?

The options may be either (1) to teach a model that fulfils international intelligibility such as ‘Lingua Franca Core’ (Jenkins 2000) though it is not yet a complete model or (2) to accept a local educated variety (Ferguson 2006: 173). The second of these is the most likely to be attained through a process of classroom learning. The Japanese variety is the one to which learners are most likely to be exposed (as classroom input) – at least until more complete descriptions of ‘Lingua Franca Core’ become available. Even if a description of ‘Lingua Franca Core’ becomes available, it is still uncertain whether it is going to be the one to which they are most likely to be exposed.

Japanese teachers of English who are ‘competent bilingual[s]’ (Preston 1981), who share the same L1 as students, who have pronunciation influenced by the L1, and who also have special pragmatic skills for intercultural communication (Graddol 2006) can provide “a more pedagogically realistic and sociolinguistically reasonable model for students (Jenkins 2002: 101)” than NS teachers: “Qualified teachers of English from Outer and Expanding circle countries can be just as effective in complementing native-English-speaking teachers and nonnative-English-speaking, local teachers of English (Matsuda and Matsuda 2001, cited in Matsuda 2005: 69)”.

It is ideal that Japanese (local) teachers can serve as a more pedagogically realistic model (Jenkins, 2002). My research revealed that teachers were actually aware of being a classroom model (for the details, see 5.3.3.2 NNS English as a target model). However, one of the teacher participants wondered if Japanese English was a suitable classroom model, thereby suggesting that an ideal model and a pedagogically realistic model might be two different things. As Prodromou asks (2006), how can we define the ‘competent’ or ‘successful’ (non-native) user of English? What level of English is necessary for teachers to serve as a classroom model? What makes ‘qualified teachers’ of English from Japan and other expanding-circle countries? Requirements should be set for teachers in order for them to serve as an alternative pedagogical model. The requirements should indicate the degree of accentedness which teachers are allowed to retain in their English if they are to maintain international intelligibility in addition to the knowledge of English (e.g. grammar) they are expected to have.

6.3.1.5 Accepting one's own variety

We have already seen that some Japanese people are ambivalent towards their own variety of English speaking (see 2.4.3). One of the best things we can do for learners is to make them aware that a Japanese variety (even a heavily-accented one) can be internationally understood, so long as it fulfils the criteria necessary for international intelligibility. It might be helpful to make students listen to examples of communication involving a(n) HJE speaker who achieves international intelligibility.

During focus-group discussions, I found that many students did not think the heavily-Japanese-accented speech they had listened to was internationally intelligible (see 5.3.2). They found that the accentedness of the speech was distracting for listener understanding. On the other hand, there were several other people who listened to the speech and *did* understand what the heavily-Japanese-accented speaker said – NSs who were applied linguists. Based on this, it seems as if we should let learners know what is internationally intelligible and what is not: there is a possibility that learners (as with those represented here) could underestimate (or overestimate) the degree of accentedness that can be retained in their English if they are to maintain international intelligibility. By showing them what is internationally intelligible and what is not, we may facilitate more positive attitudes in them towards their own accent, by helping them to accept and use their own varieties (Matsuda 2000; Fraser 2005). This may boost their confidence in their own variety (Jenkins 2006).

Students in my study claimed that the heavily-Japanese-accented English was not intelligible. This correlates with findings from Matsuda's study (2000). Matsuda (2000: 152) pointed out that students in her study said that Japanese-accented English was not intelligible "although most of them have never had opportunities to attempt to communicate in the variety". Many participants in my study actually had had some opportunities to use English with other NNSs (e.g. Chinese students who came to visit their schools as part of an exchange program). One student talked about his experience of ELF in a class interview. He said that he used English, Japanese, Chinese and gestures when communicating with Chinese students. Thus, experiencing actual communication in English is another thing learners can try in order to foster more positive attitudes towards their own variety. For teachers, rewarding

accommodation skills might also lead the students towards accepting their own variety (see 2.3.3 Learners' accommodation skills).

6.3.1.6 Native speaker model as a point of reference

In reality, an NS model(s) is likely to remain a point of reference for the foreseeable future for two practical reasons: (1) existing materials predominantly reflect NS models; (2) there is no full description of the 'Lingua Franca Core' available. It would be too early to make any detailed pedagogical suggestions regarding teaching a NNS model or an ELF model at this stage (Seidlhofer, 2004). In my view, a NS model will stay for the foreseeable future as a point of reference in ELT in the state sector in Japan.

6.3.2 Purpose of learning English: entrance examinations

Another argument students and teachers made was that students study 'Standard English' in order to pass university entrance examinations. Both teachers and SHS students expressed their concerns about the entrance examinations. They prioritised preparation for the examinations. They said that learning "correct" English was important for that purpose. Here are comments made by a(n) SHS teacher:

Kanagawa SHS, Teacher's interview

FT5: 教員としては、やっぱりあの正確なものを、まあ、その、受験とかを考えた時には、...しっかりしたものをつけさせてやりたいところ、気持ちは結構つよいですね。

Speaking of the text "It is important to speak and write 'standard' English."

大学受験を考えると5になりますが、日常レベルを考えるとそうでもない...

FT5: As a teacher, I have a quite strong feeling that I still want students to learn correct one [English] um, well when thinking about entrance exams and so on.

Speaking of the text "It is important to speak and write 'standard' English."

When I think about university-entrance examinations, I choose 5, but at daily level, it is not so ...

This clearly showed that the teacher perceived two different goals of ELT which currently co-exist in school. And, she said she would value the importance of accuracy in English according to the goal. Student participants, too, explicitly mentioned that they would change their answer to the above question depending on when they answered the question. If they were asked before the examinations, they

said they would think that accuracy was most important. If they were asked after finishing the examinations, they would be inclined to think intelligibility was the most important thing.

Fuji SHS, Student's focus-group (19:00)

MS3: 何時の立場の問題？入試をこえてからなのか ... それによって、答えが変わってくる。 ...

R: 入試の前だったら？どうですか。

MS3: 前だったら、... それがテストで書いて、... バツにされるんだったら、それは気に食わないですけど。

R: じゃあ、入試の前、後で意見が変わりますか。

Sts: はい。

R: では、入試の後、はどうですか。

MS3: 通じればいいです。

それはみんな同意ですか。

(一同頷く)

MS3: My standing point of when is this about? After entrance exams ..., depending on it, the answer will be changed. ...

R: If it is before the entrance exams?

MS3: If it is before the entrance exams, I don't like it ... if I write it [the varied form] on a test and get minus point(s).

R: Then, depending on whether it is before or after the entrance exams, will your answer be changed?

Sts: Yes.

R: Then, how about [your answer] after the entrance exams?

MS3: It is OK as long as I can make myself understood.

R: Does everyone agree with that?

(Sts nodded.)

6.3.3 Assessment method

Not surprisingly, students seemed to value getting good scores on examinations. As for assessments, one teacher participant talked as follows:

Kanagawa SHS, Teacher's interview (13:15)

T: 試験か何かにおいて、... s [三人称単数の 's'] が落ちてれば、やはり丸にはできないですね。減点をしますね、マイナス 1 とかね。

それが書くそのような、あの文法事項を問うような試験であればそうですが、また場面がかわって、コミュニケーションの会話の試験であったりした場合には、**基準がちがってきます**ので、意図が伝わったかとかね、買いたい物が買えたかとかね、そういうことになってきた場合には、Sはそれほど重要でなくなりますね、はい。ですから、それは、ど、どのように何を評価するかっていうことによります。だから、生徒にも、... **どこが重要かっていうのはやっぱり、明確にして、教えるっていうことが大事**じゃないでしょうか。

T: In exams and as such, if ... 's' [third person singular 's'] drops, we cannot give a full mark. We minus the score, like minus one point, don't we?

If it is the case of written exams that question grammar points, it is likely so, but if the situation changes, and in the case of exams for conversation involving communication, the

standard is different, for example, [whether learners] managed to express one's intention, [whether learners] managed to buy things they wanted to get, if this is the case, the 's' [third person singular 's'] becomes not so important, yes. So, it depends on how we assess. And so, it is important [for us] to tell students clearly which part is important when teaching, isn't that?

After listening to teachers at focus-groups and interviews, I think that if the assessment methods stay the same, the current practice in school will not change. If university entrance examinations remain the same, students will have to prepare for assessment methods that are made based on a NS model. It seems that we have greater chances for moving towards ELF after finishing secondary education – primarily in English classes in higher education. Although I assume that this will require more changes than making changes in English classes in higher education, another possibility would be to change the entrance examination so as to reflect MEXT's goals.

6.4 International intelligibility as a goal

Although the students had differing degrees of ELF-orientation, there were similarities between the reactions of more ELF-oriented students and less ELF-oriented students. One of the similarities was that both types of students valued international intelligibility. Students said that they needed English that was sufficient and moderately complex so as to sound intelligible to listeners. According to the results of the attitudinal study, many students thought that 'Standard English' was "correct" and that it was the variety most used and understood by people around the world (see 5.2.4.1).

The main student concern regarding NNS English was whether non-standard English (including Japanese-accented English) could be internationally intelligible. Students wondered about (and rather doubted) the effectiveness of non-standard varieties. Such fears were seen in their attitudes towards materials that include non-standard varieties. After all, both more and less ELF-oriented students thought that NNS Englishes should not be included as production models in coursebooks and audio materials.

Previous research has shown that "many teachers and learners still prefer to aim for an approximation of a nativelike rather than a local or internationally acceptable accent" (Dalton, Kaltenboeck, and Smit 1997; Grau, in press; Smit and Dalton-Puffer 2000;

Timmis 2002). Though it appears contradictory, it was suggested by Jenkins (2004: 117) that they simultaneously seem to “believe that the objective should be international intelligibility and that an L2 accent is acceptable”. People participating in my study, however, were more likely to regard their local variety (Japanese accented English) as unacceptable for international communication. This was observed in their reactions to the heavily-Japanese-accented speech that they listened to during the research (see 5.3.1 Accented speech). Students agreed that the heavily-Japanese-accented speech was problematic because (they believed) it was not internationally intelligible. Only one student at a focus-group answered that it would be internationally intelligible. He made the decision by comparing the speech with a heavier Japanese-accented speech he had previously listened to. From this observation, I think that real examples of NNS speakers who communicate successfully in their accented English could serve to exemplify internationally-intelligible speech (see more in 7.2).

6.4.1 Assessment method for international intelligibility

One of the primary difficulties is to incorporate the ELF-perspective (concerning international intelligibility) into testing (Canagarajah 2005). This process will involve two main issues; one is “devising the means to distinguish between learner error and local variety, thus enabling testers to recognise systematic forms from outer and expanding circle Englishes as correct”(Jenkins 2006a: 174). This could be extended to apply to an ELF context as well. The other is finding a means of evaluating learners’ accommodation strategies (Jenkins 2006). Until these issues are resolved by examination boards, teachers, curriculum planners, publishers and the like will not put the ELF perspective into practice because it might jeopardise student examination results (Jenkins 2006). Assessment methods to meet the goal of internationally intelligibility are not yet firmly established.

It is easy to say that international intelligibility is a new goal reflecting the shift from EFL to ELF in the MEXT’s goal. However, as Ferguson (2006: 177) claims, there are still “methodological and conceptual difficulties” in the pursuit of an ELF model. I agree that these can probably only be overcome by persuading teachers, students and

the public to abandon a popular assumption that NS-like proficiency is “the truest measure of achievement” in L2 learning (Ferguson 2006: 177). But, how can we fulfil this in reality?

Even if people are conceptually persuaded, the methodological practicality would be the next trigger. Since there is currently no codified ELF target model, people in EFL countries like Japan do not have any alternative target model apart from a NS model. Subsequently, the current assessment methods cannot be changed unless an alternative target model is provided. Learners are, and will be, tested on how closely their spoken and written language resembles the current NS model. McKay (2002: 72) claims that until the description of ELF variety/varieties becomes available, it may still be valuable to maintain an NS model as a point of reference in the classroom. I argue that the NS model is currently not merely “a point of reference” in secondary classroom in Japan, but rather that it functions as a target model according to which learners are tested. At the same time, whether people prefer it or not, a NS model is needed simply because there is no (written and specified) alternative model available at this point, although local educated bilingual speakers are suggested as alternative models (see 6.3.1.4 Alternative model).

The skills that are crucial to ELF communication (Seidlhofer 2004) have not been adequately identified. But there are some ways to indicate the appropriate level of international intelligibility. For instance, we can utilise audio recordings of a NNS speech that maintains international intelligibility. A teacher suggested this as well:

Tokyo JHS, Teacher’s interview (0435)

Male Teacher 1(MT1): ただ世の中では、そういうものを使って通じてるんだよ、とかね、そういうものは、ん、当然知っておくべきだと思うし、完璧な、パーフェクトなイングリッシュを目指さなくていいという意味では、こういうのはとってもいいことだと思います。

MT1: But, students of course should know that, outside of classroom, we can communicate by using such a variety, in the sense that they don’t have to aim at perfect English, this kind of thing [including NNS Englishes] is very good.

Even if the speech is accented, this can be an opportunity to inform learners that there are people who can communicate using such English. Suggestions will be made for materials which indicate internationally-intelligible level in the following chapter (7.2.3 Creating ELF-oriented classroom activities).

6.4.2 Target model and international intelligibility

Having said that a NS model will stay (not only “as a point of reference” but) as a target model, I still believe that there is need to persuade people to abandon the popular assumption that “NS-like proficiency is the truest measure of achievement in L2 learning”. From the results of the attitudinal study, I found that there were students and teachers who thought that moving away from NS-like targets/proficiency also meant moving away from international intelligibility. I argue that this is not always the case. I think that learners should at least be informed that “nativelike pronunciation and perfect grammar are not prerequisite for successful communication (Matsuda 2005: 70)”. How can we let them realise that in the classroom? Suggestions regarding this will be made in the next chapter.

6.5 Future implementation of ELF-oriented English language teaching materials

In this section, I shall discuss what ELF features of materials would and would not be accepted by material users. I shall refer to the results of research when it is appropriate.

6.5.1 Change in representation of coursebooks

We might first try to include characters from different circles. This would be easy to put into practice because it can be done without changing the current target model. In my research, both learners and teachers favoured the combination of characters from three different categories of speakers: 1 NS, 1 Japanese, and 1 non-Japanese NNS. They gave positive comments, mostly claiming that having such a combination was good because they could have different opinions, values, customs and cultures. I assume therefore that the inclusion of different categories of speakers will not receive negative reactions from users. Thirdly, featuring characters from different circles will make it more natural to compile different varieties of English in audio materials (for more discussion, see 6.5.3 Audio materials).

Another thing we could try in representation is including more mixed-country uses between/among NNS characters. According to the results, students felt more positive

about communication between a Japanese and a NS than about communication between a Japanese and a NNS. They felt more positive about communication between NSs than about communication between NNSs. Furthermore, despite their preference for native speakers, there seemed to be a preference for Japanese-NS dialogue over dialogue exclusively between native speakers. There also seems to be a strong preference for Japanese-NNS dialogue over NNS-NNS dialogue. I think users want to see a Japanese character participating in coursebook dialogue if he/she has the same background as the learner. This change of increasing mixed-country uses between/among NNS characters would be accepted a little more easily than other issues (e.g. including non-standard English in a main text) because it would not require any change to the current model.

Students evaluated IC countries most positively as places wherein dialogues might take place. Even with this preference for IC countries, I do not expect strong resistance from users if more OC and EC countries other than Japan are represented. There are two main reasons for this. The first reason is that, as repeatedly mentioned, this will not require any change to the current target model. The second is that many students expressed an interest in including different opinions, values, customs and cultures in coursebooks. By featuring OC and EC countries other than Japan, it might be possible to bring about more opportunities for considering those other countries and cultures. Therefore, I do not expect that students would respond negatively to this inclusion.

6.5.2 Written forms of non-standard English

My argument is that as long as the content of the text/texts did not deny correct forms of English, the students and teachers did not seem to mind including the written forms of non-standard English in materials. Teaching materials are the media which carry a target model to learners. The most important point we should discuss is the purpose behind including NNS English/Englishes. If exposing learners to non-standard forms of English (in order to make them become aware of the existence of different varieties) is the sole purpose behind including this, then it would not harm their English learning. If coursebooks include authentic examples of non-standard English(es) for classroom discussion, I do not believe that would be a problem, either.

Teachers would probably be concerned if learners had to reproduce and be examined on the forms of non-standard English(es). So long as learners are not forced to reproduce non-standard forms of English, they will not mind (this inclusion). In short, written non-standard forms could be accepted for receptive knowledge, but not as production models. If the purpose of NNS English/Englishes in materials is made clear, discussions on how to utilise them in class could be more meaningful.

6.5.3 Audio materials

Multiple varieties of English were not to be found in any of the state sector audio materials that were analysed on this occasion. I suggest that the aim of exposing learners to a wide range of NNS Englishes should be adequately discussed by teachers and possibly by the learners themselves. Otherwise, learners (and even teachers) might feel it meaningless to listen to these varieties in class. This was pointed out by both learners and teachers in my research.

Similar to the issue of NNS forms in written texts, spoken NNS Englishes in audio recordings could be utilised for fostering learner's receptive skills. Researchers such as Matsuura *et al.* (1995) claimed that previous experience of listening to varieties could help people to recognise the varieties. Does a learner's familiarity with certain varieties really relate to his/her ability to understand these varieties? If it does, then exposing learners to English varieties has a certain value. I argue that the aim of exposure is not to enable people to detect which variety is in use, but simply to let them know that differences in English pronunciation exist.

The most important thing at this stage is to recognise that the purpose behind introducing materials with NNS Englishes is *not* to provide new target models, but simply to introduce the varieties in play. As previously discussed, the argument was heated when they touched upon the issues of a target model. But, if we tell learners the true intention is *not* to provide new target models, I believe that it would not cause *resistance* among users because it would not threaten the current target model.

In summary, the ELF features are likely to be accepted if included in materials for learners (materials designed to improve their receptive skills). If they are included *not* for that purpose, then the ELF features are less likely to be accepted.

There was no NNS English (neither OC English nor EC English) found in any of the audio recordings that are supplementary materials for the approved coursebooks. However, there were some NNS Englishes spoken by OC and EC speakers found in the university audio materials in the private sector. I also found authentic samples of NNS English (Englishes spoken by OC and EC speakers) in some recent audio materials that were sold at bookshops (these were attached to coursebooks, e.g. *ELT Journal*). The recordings were provided by people on the street. I think this was possible because the materials were sold in the private sector, and I do not believe the same thing would happen in the state sector. The major reason for this is that audio recordings in classroom are used for students to listen to a target model. Students listen and repeat the recordings. As long as they are used for that purpose, audio materials are likely to include only NS variety/varieties.

It may be possible to design audio materials (even in the state sector) for the purpose of exposing students to different versions of NNS English. Unlike OC varieties of English, ELF cannot as yet be considered a variety of English (for more discussion, see Chapter 2). Since “ELF makes no discrimination between Englishes in the Outer Circle and the Expanding Circle (Hino 2009: 109),” we could include Englishes spoken by both OC and EC speakers in the audio materials. If this is going to happen, the purpose of exposure should be made clear to all users (both students and teachers): the purpose is not to listen and repeat the Englishes spoken by OC and EC speakers as target models.

6.5.4 English language teaching materials at university level

I assume that materials at university level are more likely to include not only English spoken by IC speakers but also English spoken by OC and EC speakers, especially as it is used in ELF communication. IC speakers can be involved in such communication, certainly OC and/or EC speakers. When ELF is used between speakers of different L1s, the possible outcome is a high level of variability (Ferguson 2009). It is natural to expect a great variance in the recordings of ELF use.

The reason why university materials offer more possibilities is because, first of all, the level of the learners is more appropriate for exposure to the variety of English that is spoken by people who have different L1s. Secondly, in relation to the second point, the learners are more likely to have opportunities to use English in communication outside of classroom. For instance, university students have more opportunities to travel and study abroad and to meet exchange students from foreign countries than secondary students. Thirdly, although MEXT is going to encourage incorporating more ELF-orientation into materials, at this point, there is not a guideline for publishers (material producers) regarding the inclusion, for example, how much of what degree of ELF orientation should be encouraged and so on. With this respect, materials at university level have more chances for the change. That is because no set guideline is required since it is not part of compulsory education and so there is no need for university coursebooks to be inspected by MEXT.

Chapter 7

Conclusion and pedagogical implications

7.1 Conclusion

In this thesis, I first investigated ELF features in ELT materials used in Japan. After an analysis of the ELF features, I used questionnaires and focus groups in order to examine how Japanese learners and teachers of English would respond to certain ELF features if they were included in learning materials.

ELF features were found in differing degrees among the materials in the state sector and among those used in the private sector. Many students and teachers expressed a very negative response towards the idea of including forms of a NNS English variety as model in learning materials, although there were some students and teachers who thought it would be useful for teaching and learning to include it for recognition. They did not show strong reactions, however, to either ELF features in representation (e.g. featuring OC and non-Japanese EC characters), or topics about OC and EC countries other than Japan. They did not perceive NNS English as a target model. This is possibly one reason why they reacted so strongly to the inclusion of NNS English in materials.

It was also revealed that many students in secondary school were primarily concerned with studying English so as to pass university entrance examinations. Although they were interested in learning English for future communication, it seemed that it was not the right time for them to study non-standard varieties of English (in addition to the current target model - American Standard English). This is because students knew that they would be assessed according to the NS model in their examinations. So long as we keep the same assessment methods, NNS English will not be evaluated more positively than NS English in these materials, namely because the target model is currently NS English in the state sector.

The presence of ELF features in materials could confuse learners if no reason is given for their inclusion. The main purpose in introducing varieties of English (including NNS varieties) is for learners to become aware of the range of varieties of English and for them to develop, at least in the long run, an understanding of variations in the

language. Another purpose behind the inclusion of ELF features is to make people more aware that the primary reason for English learning and teaching is to help learners attain a level of international intelligibility (not necessarily NS-like accuracy) under the aims advocated by the MEXT. One possible result of including ELF features in materials is that learners will be made more familiar with English varieties and will consequently develop their receptive skills so as to understand them.

If both material writers and users share the first purpose, then the current NS model and assessment methods will not change. As concerns the second purpose, however, we should discuss how we assess international intelligibility and how we deal with non-standard forms in particular (see 7.3.2 Assessment method for English learning for further discussion). As long as the model and the assessment methods remain the same as now, I do not expect any *resistance* from users during the process of introducing ELF-oriented materials. ELF features in materials at this stage have to be conceptual factors because such factors are not to change the current target model. The current emphasis should be more on raising awareness of the ELF contextual factors than on suggesting a new target model. In addition, the emphasis should be more on raising receptive skills than on raising productive skills.

7.2 Pedagogical implications for English language teaching

As Jenkins claims (2007: 250), “knowledge of the advantages and benefits of ELF is not in itself sufficient: it is important to find convincing ways of demonstrating these to teachers”. This will involve offering teachers a viable rather than an abstract alternative to traditional EFL for their day-to-day teaching. In the meantime, it is “possible to offer some broad guidelines, such as recommending that teachers encourage and reward accommodation skills” (Jenkins 2007: 250). I will attempt to do so below.

7.2.1 Developing ELF-oriented English language teaching materials

The question of whether or not it is better to include more ELF-oriented features in materials, depends on the expressed goals of English language learning and teaching. When considering English teaching in the state sector, for example, any decision concerning the inclusion of ELF-oriented features should be made according to the

MEXT's goal.

I summarise the purposes of using ELF-oriented materials as follows:

1. Representation

In order to foster tolerance to a wide range of speakers and types of English uses

2. Topics/texts

In order to foster tolerance to different varieties of English (including written forms of NNS English)

In order to foster tolerance to various cultures

3. Audio materials

In order to foster tolerance to spoken NNS English;

In order to raise familiarity of NNS varieties (receptive skills);

In order to indicate the level of speech which maintains international intelligibility.

It is important that these purposes are made clear to users. As long as the purposes are clearly communicated, the ELF features in materials should not bring any confusion to the learners.

Although there are many ELF-oriented features to be included, I suggest that material writers should not change the current NS model whilst trying to include them. Here are some specific ways (based on the results of the current study) to include ELF-features without changing the target model:

1. Representing active participation of NNS characters in dialogues by featuring:

- more non-Japanese NNS characters
- more words uttered by non-Japanese NNS characters
- more mixed-country English uses between NNSs
- location of dialogues that involves OC and EC countries other than Japan to help to make learners more familiar with them than before

2. Including contents of readings on:

- the current and future situation of NNS users in the world
- tolerance to varieties of English (both NS and NNS varieties)
- discussion on standard English
- importance of international intelligibility
- written forms of English varieties (more appropriate for learners at university)

3. Including more multi-cultural topics

- topics on IC, OC, EC countries (other than Japan) and Japan

4. Utilising audio recordings which include:

- real examples of communication between NNS speakers who speak English at an internationally-intelligible level;
- real examples of English spoken by NNSs who complete tasks successfully.

7.2.2 Creating and providing more multi-cultural input

Kachru (1997) claims that teachers can help students broaden their cultural (as well as their linguistic) perspectives by helping them to recognize multiple identities of English. “Textbooks and other teaching materials for teaching EIL...must have a broader representation in terms of both language and culture” (Matsuda 2006: 9). The following are some examples of existing materials that can provide learners with authentic samples of various accents (and multi-cultural input) that are (is) present in English speech:

1. *English Journal* (October 2007)

- Monthly published coursebook (magazine) with a CD. 1470 yen
- The CD compiles authentic samples of different varieties of English from IC, OC and EC countries, for instance, English spoken by people from the UK, Singapore, India, Malaysia, France, Finland, and so forth.
- Main texts and questions for listening task were written based on the interviews with these speakers. They talked about cultural differences between Japan and their home country, how they had learned English and so on.

2. *Aera English* (March 2009)

- Monthly published coursebook (magazine). 500 yen.
- This coursebook has 4 pages for introducing some examples of English varieties. Examples are from five Asian countries:
- Give me some face, too. (China);
- What is your good name? (India);
- American time/Pilipino time (the Philippines);
- Don't stay under your coconut shell (Malaysia);
- You speak English, can or not? (Singapore) and so on.

These materials are ready-made, inexpensive, and available both online and in bookshops in Japan so that teachers and learners can easily purchase them. Varied cultural and phonological input as suggested by Fraser (2005) (see 2.3.1) can be achieved using these materials.

7.2.3 Creating ELF-oriented classroom activities

I suggest that English teachers should discuss with one another how best to utilise ELF-oriented materials in the classroom; examples of genuine communication between internationally-intelligible NNS speakers can help learners realise that “natelike pronunciation and perfect grammar are not prerequisite[s] for successful communication” (Matsuda 2005: 70). It might be beneficial as well to use additional materials such as audio recordings (through YouTube, for example) in the classroom. The purpose behind using such recordings is as follows: to expose learners to

different varieties of English; to provide learners with authentic NNS speech which reflects an appropriate level of international intelligibility (i.e. educated English speakers who retain their L1 identity); and to show learners examples of English usage between NNSs. The following example appears online:

Interview with Ban Ki-Moon (from Korea) the Secretary-General of the United Nations

Video-clip title: “Walk The Talk: Banki-Moon”

<http://www.youtube.com/watch?v=1Ez8FjOBRAc>

Detail and comments: A journalist and Indian Express Editor-in-Chief Shekhar Gupta interviews Mr. Ki-Moon. This is a good example of communication between NNSs (Indian and Korean). In addition, Mr. Ki-Moon also spoke Hindi during the interview, which is very good for introducing some multi-cultural/multi-lingual input.

This can provide an opportunity to show learners one example of “a fluent bilingual speaker, who retains a national identity in terms of accent, and who also has the special skills required to negotiate understanding with another non-native speaker” (Graddol 2006: 87).

7.2.4 Developing tasks to raise learners’ accommodation skills

Researchers have not yet adequately described the various capabilities that are likely to be crucial in ELF communication (Seidlhofer 2004). The capabilities include “drawing on extralinguistic cues, identifying and building on shared knowledge, gauging and adjusting to interlocutors’ linguistic repertoires, supportive listening, signalling noncomprehension in a face-saving way, [and] asking for repetition, paraphrasing” (Seidlhofer 2004: 227). I suggest that applied linguists should conduct research on tasks that might raise a learner’s accommodation skills. Jenkins (2000: 183, 185) suggests the following:

Provide learners with linguistic models and train them:

- in order to be linguistically and affectively able to signal non-comprehension; and
- in order to be able to signal non-comprehension politely.

In addition, I cite other suggestions made by Jenkins (2004: 40) (also cited in Chapter 2 in this thesis):

- Do not correct items that are emerging as systematic and frequent in ELF communication (but at this stage do not actually teach them);
- Encourage and reward accommodation skills; and
- Expose learners to a wide range of NNS varieties of English.

7.3 Changes in the system

Planned innovations are only likely to be implemented effectively if the need for change is acknowledged by teachers themselves (see Fullan 1982). “There is also a need for institutional and national support and resources if any educational innovation is to be successful” (see Fullan 1982 and Lamb 1995, cited in Jenkins 2007: 248). Jenkins (2007: 238) claims that “[w]hile there are indications that ELF is gradually becoming more accepted in theory among (some) ELT practitioners and applied linguistics, and there are even very occasional examples of good ELF-oriented practice, nothing has changed at the ‘top’”.

What direction will MEXT’s policy take from this point on? In the discussion at the 15th meeting of the Central Council for Education (*Chuo kyoiku shingikai*), held on July 27th, 2006, there were some opinions voiced in favour of moving towards ELF. The following is one example:

Foreign-language abilities to be emphasised in the future and so forth

本当にきちんとした発音でなくても、例えば国際会議などの場で英語によるコミュニケーションは可能であり、必ずしもきちんとした発音の英語であることが求められるわけではない。

Though your pronunciation is not really ‘correct’, it is possible to communicate in English, for instance at international conferences. We are not always required to use ‘correct’ pronunciation.

(http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/siryo/015/06080203/005.htm, translated by author).

This opinion implies that Japanese learners need not try to achieve something as close as possible to a NS target model. This position accepts the alternative model that upholds a level of international intelligibility. What level of pronunciation is internationally acceptable? Neither teachers nor students can decide what is acceptable here unless a specific method of determining the internationally intelligible level is first suggested. This may require changes not only in pronunciation training but also in teaching grammar and vocabulary in the future.

7.3.1 NNS Assistant Language Teachers

I propose that MEXT policy makers should discuss hiring more ALTs who are from OC as well as from EC countries other than Japan. I will cite one opinion regarding

the employment of (NNS) ALTs, as it was expressed at the 15th meeting (held on July 27th, 2006) of the Central Council for Education (*Chuo kyoiku shingikai*), Subdivision on Elementary and Lower Secondary, Foreign Language Division. The Central Council for Education is “an organization that carries out research and deliberations on important matters related to the promotion of education, lifelong learning, sports and other matters in response to requests from the Minister of Education, Culture, Sports, Science and Technology and provides its opinions to the Minister (http://www.mext.go.jp/english/org/f_councils.htm, accessed 30th April, 2007)”. The opinion is cited below:

Employment of ALTs

ALTはすべて英語のに関してネイティブでなくてもよい。これから多国間・多文化間コミュニケーションが増えることを念頭に置くと、むしろノンネイティブの人とのコミュニケーションが増えることになる。例えば、日本にも、インド、マレーシア、シンガポールから現地で英語の資格をとった人がたくさん入ってきている。...一定水準の英語力は必要ではあるものの、ノンネイティブでも十分役割を果たすことができる。

It is not necessary for assistant language teachers to be native speakers of English. We will have more multinational and multicultural communications in the future. There will be more opportunities to communicate with non-native speakers. For example, many people have come to Japan, qualified in English in their home countries (India, Malaysia, and Singapore). Although a certain level of English ability is required, non-native speakers can adequately fulfill the task.

(Report of the Central Council for Education, Subdivision on Elementary and Lower Secondary, Foreign Language Division, http://www.mext.go.jp/b_menu/shingi/chukyo/chukyo3/siryo/015/06080203/005.htm, accessed 28th October, 2006, translated by author).

I agree with this opinion. In addition to ALTs from the OC, they can also employ those from EC countries other than Japan. If the policy makers are to employ this idea, I would like them to be a little clearer when specifying the level of English that is required for ALTs, especially when hiring applicants from the OC and EC. The followings were taken from the current entry requirement:

Descriptions of the entry requirement

8. Have excellent pronunciation, rhythm, intonation and voice projection skills in the designated language ..., in addition to other standard language skills. Have good writing skills and grammar usage.

15. Hold at least a Bachelor's degree or obtain one by the departure date of ... participants ..., or hold a qualification of three years of more in a training course in teaching at elementary or secondary schools or be able to obtain such qualifications by the departure date of ... participants.

16. Be qualified as a language teacher or be strongly motivated to take part in the teaching of foreign languages (<http://www.jetprogramme.org/e/aspiring/eligibility.html>, accessed November 11, 2009).

As said in Description 16, an ELT qualification is not required so long as an applicant is “strongly motivated” to participate in his/her future teaching. A teacher possessing English teaching qualifications is highly valued for OC and EC employment opportunities.

7.3.2 Assessment method for English learning

As regards the goal of international intelligibility, one of the primary difficulties we encounter is determining how best to incorporate the ELF-perspective into testing (Canagarajah 2005). This process involves two main issues: one is “devising the means to distinguish between learner error and local variety, thus enabling testers to recognise systematic forms from outer and expanding circle Englishes as correct”(Jenkins 2006a: 174). This could be extended to apply to an ELF context as well. The other is finding a means of evaluating learners’ accommodation strategies (Jenkins 2006a). Until these issues are resolved, it is not likely that examination boards, teachers, curriculum planners, or publishers will put the ELF perspective into testing, primarily because to do so might jeopardise student examination results (Jenkins 2006a). In other words, they are not yet ready to incorporate the ELF-perspective into testing. When the time comes for researchers to distinguish learner error and ELF feature, then we will be able (for the first time) to reflect the new perspective into assessment.

It is easy to say that international intelligibility is a new aim, reflecting the shift from EFL to ELF in the MEXT’s goal. However, as Ferguson (2006: 177) claims, there are still “methodological and conceptual difficulties” in the pursuit of an ELF model. I agree that these can probably only be overcome by persuading teachers, students and the public to abandon a popular assumption that NS-like proficiency is “the truest measure of achievement” in L2 learning (Ferguson 2006: 177).

Learners are currently tested according to their achievement as to how close their spoken and written language is to the current NS model. McKay (2002: 72) claims that until a description of ELF varieties becomes available, it is still valuable to maintain a NS model as a point of reference in the classroom. Similarly, Kirkpatrick

(2006: 81) claims that “until we are able to provide teachers and learners with adequate descriptions of lingua franca models, teachers and learners will have to continue to rely on either native-speaker or nativized models”. In fact, whether we prefer it or not, a NS model is needed simply because there is no alternative model available. Even if the ELF core model becomes available in the future, it will only present a new option (for learners, teachers and stakeholders) in addition to pre-existing models. Only at this point will stakeholders be asked if they would like to abandon the previous NS model.

Suppose that the policy makers decided to teach the ELF model, what would be expected? What if a student actually produced standard forms of English, how would teachers deal with them? Would they have to correct their “errors” and tell the learners to use the new ELF forms? Ferguson (2009: 131) points this out as one of the drawbacks of the codification and legitimation of ELF norms: “the possibility of the newly codified variety becoming a new mechanism of exclusion”. He goes on to say: “it is unclear at present ... whether ELF will make a lasting mark on how English is taught internationally” (2009: 131). I think it is reasonable to assume that there would be a transition period for these methodological changes, and that during this period, both standard and non-standard forms would be accepted. I believe it would depend in large part on how far people either accepted (or rejected) the new ELF model. Bamgbose (1998: 1-2) predicts that “if innovations [i.e. uses of ELF] are seen as errors, a non-native variety can never receive any recognition”. Ferguson (2009: 131) concludes: “the greatest obstacle probably is attitudes, and in particular the historically ingrained assumption that native-like proficiency and conformity to L1 standard norms is the most secure benchmark of achievement in second language learning”.

If the assessment method was changed, we might expect a "washback effect" as well. If the accuracy of a learner's production is valued less than his/her international intelligibility, learners might not be motivated to learn correct forms of the target model (e.g. native-speaker, nativized or ELF models). It would not be a problem under the goal of attaining the level of international intelligibility. However, in the worst-case scenario, learners may produce forms that are far from correct. Jenkins (2006b: 38) notes that “global intelligibility and local diversity for English accents in

lingua franca contexts are ... very much the possibility – even probability”. Or, Kirkpatrick (2006: 80) might be right in claiming and assuming that “when communication becomes the primary focus, uses of lingua franca English become free from standard monolithic norms, and, as communication is the goal, the danger of mutually unintelligible lingua franca Englishes developing disappears”.

In order to prepare appropriate assessment methods, it is necessary to recognise university entrance exam success and international intelligibility as two different goals. If the MEXT has the two different goals at the same time, appropriate assessment methods should be set for each individual goal. As previously discussed, the means that there is not yet a way to distinguish between learner error and local variety. Thus, even if the English education system is moving towards an ELF perspective, it is still far too early to incorporate that perspective into entrance examinations. We should also discuss how to assess accommodation skills in practice.

Regarding fostering accommodation skills, Jenkins (2006a: 174) has suggested, the priority for ELF learners is “to be able to adjust their speech in order to be intelligible to interlocutors”. Therefore, I suggest having a speaking test that involves a communication task and that requires a negotiation of meaning to take place – in English – between an examinee and an examiner. For example, an information-gap task can be included in the speaking test, and an examiner can assess how an examinee tries to accommodate an interlocutor (e.g. examiner) in terms of controlling speech speed, and the rephrasing and repetition of his/her own utterances.

7.4 Limitations of research design and methodology

I shall now discuss limitations of research design and methodology in detail.

7.4.1. Selecting schools

Despite my original intention when selecting research sites, it was impossible for me to choose a pair of JHS and SHS from the same region: only a few schools showed

interest in participating in the current research. My initial thought was to choose a pair of JHS and SHS from the same region. I wanted to do this because I thought there might be regional differences when it came to how often the informant encountered people from other countries and how often he/she was exposed to foreign languages (including English) in daily life. In the end, I selected a pair of JHS and SHS from the same city prefecture (as intended), along with another pair of JHS and SHS from neighbouring cities in the same prefecture, and a JHS and a SHS from two different prefectures. Although I did not discover any major differences between the schools in these different prefectures, I still think it would be advantageous to compare results from one school with results from a school (or schools) in a different prefecture.

7.4.2 Number of participants and length of time for focus groups/interviews

Another limitation was the number of focus-group participants. Sixteen students from two SHS schools and nine teachers from four schools participated in the focus-group sessions. I needed to get permission from the schools in order to conduct student focus-groups. Only two schools out of the six allowed me to meet students after school. I only received permission from these two schools to access students who are members of their English clubs. Thus, the number of students and the time for focus-groups was the best possible.

One of my concerns was whether or not it would affect the data for student participants to be members of an English club. There was some possibility that their interest in the English language might affect their responses at focus-group sessions.

As reported, although the 16 student participants belonged to the English clubs in their schools, I had the opportunity to conduct two classroom interviews. Seventy-nine SHS students (two classes) participated in 30-minutes-interviews as a class. This was good because it was helpful to listen to students who did not belong to the English clubs. It would have been better, however, had students who were not members of the English clubs (other than the sixteen participants) also participated in the focus groups. Because there were so many students in the classroom (over 30 students), it was difficult to hear everyone's voice. The time allowed for the

classroom interviews was limited (30 minutes for each interview) and was too short to allow everyone to be heard during the classes.

Similarly, only a limited number of teachers were available for the focus-groups. Only six teachers participated in focus groups or interviews. One of the reasons for this was that there were not many English teachers in a school, or in a JHS in particular. For instance, one of the JHSs had only three English teachers (though all three offered help for the research). It would have been easier to find teachers for focus groups from schools other than those where I conducted the questionnaire research.

Three of the six teachers were interviewed individually. This was because either there was no other teacher who offered research help or because there was no time suitable for every teacher participant in the school. One of the strengths of focus-group research is that moderators can explore the interactions between peer participants. They thus have an opportunity to discover more about individual views (Langford and McDonagh 2003: 3). This is something I could not achieve by simply interviewing the individuals. For future research, I hope to conduct more focus-group sessions with a larger number of participants—and I hope to be able to allow adequate time for each session.

7.4.3 Research on the attitudes of different groups of people towards ELF-oriented English language teaching materials

Ideally, it would be preferable if this study did not only investigate the attitudes of students and teachers, but also those of parents, material writers, publishers, and policy makers. The reasons why I did not include these were that firstly I could not have access to such groups of people by the time of data collection; and secondly, learners and teachers are direct users of materials, in other words, they are the ones who benefit from (or are disadvantaged by) the change of materials. Nevertheless, after all, neither students nor teachers in compulsory education are direct decision makers. Teachers at state schools have to teach what is required following the national curriculum put forward by the MEXT and they must use coursebooks that have been inspected and approved by the MEXT. This means that unless the MEXT changes the

direction of its teaching, no major change can be expected.

The voice of the general public (including the opinion of parents), however, could influence the MEXT's policy. Material writers and publishers would follow the MEXT's policy since this is the only way by which they can obtain the right to publish approved coursebooks.

7.5 Future research

There is still space for further research. I shall make suggestions for future research as follows.

7.5.1 Research to identify the lingua franca core

First of all, as Jenkins (2000) and Seidlhofer (2001) suggest, research should identify the 'lingua franca core'; "If ELF is to be taught in schools, some degree of codification will eventually be necessary (Ferguson 2009: 130)". As Coleman (2006: 3) points out, "once ELF has been objectively described as a variety and ... then new and less inequitable conceptions of global English and its learning and teaching become possible". Many of Jenkins' interviewees agree with this, saying that "they would welcome the opportunity to teach ELF if it was described, codified, and accepted" (Jenkins 2007: 252). This could provide learners and teachers a new, clear and explicit target model of English. This would be necessary for the MEXT in order to set achieving a level of international intelligibility as a goal of English learning, although whether ELF is going to be the model is still to be decided. Then, the Ministry would be able to provide material writers a guideline to produce materials which are more suitable for that specific goal.

I further suggest that research should identify how easy it is for certain learners to understand and learn the ELF core as compared with how easy it is for them to understand and learn the current NS target model. This could be done by doing research on the length of time that is required for learners to acquire certain forms/features (e.g. pronunciation) in the NS model and in the ELF model respectively. The results would offer useful information for policy makers to decide

which (or what) would be more attainable and appropriate model for particular groups of learners.

7.5.2 Relationship between the exposure to spoken NNS varieties and learner's awareness-raising

Smith's (1992) research has revealed that learners having a greater familiarity with different varieties of English performed better on interpretation tests, which consisted of phrases to be paraphrased from the conversation that they had heard in order to test their level of interpretability (meaning behind word/utterance), than did those with less familiarity. More varied input is needed if learners are to increase their familiarity with different varieties (Fraser 2005).

This exposure is meant to move students beyond the current practices in which inner circle varieties of English are treated "as the only varieties to be explored in pedagogical settings"; and consequently to "expand their [learners'] repertoire of knowledge and move beyond a narrow monomodel understanding of English into a broader polymodel understanding" (Brown 1995: 233, 237).

It has not yet been proven that exposure to different varieties of English will actually change a student's attitude towards English. Kubota (1998), however, claims that exposure will certainly raise a student's awareness of the fact that English is necessary for many reasons other than for communicating with native speakers (cf Kachru 1992).

In order to investigate the relationship between a learner's exposure to NNS speech and a learner's attitude towards spoken NNS varieties, it is necessary to conduct research on whether or not there would be any difference in attitude between those learners who had prior exposure to NNS varieties and those who did not. Researchers should also investigate whether students can become more tolerant to NNS spoken varieties if they have had NNS ALTs as their English teachers. This would provide policy makers more information when deciding whether it is worth exposing learners

to more NNS varieties of English and more NNS ALTs.

7.5.3 Relationship between representation and learners' awareness-raising

I suggest that further research should be conducted on whether featuring more non-Japanese NNS characters can make any difference to a learner's preference for characters in a coursebook; whether featuring mixed-country uses between NNSs can make any difference to a learner's preference for which type(s) of English is (are) used in a coursebook; and whether featuring more location of dialogues that involve OC and EC countries other than Japan can make any difference to a learner's preference for which locations of dialogues are used in a coursebook. If such research suggests any correlation between the representation and a learner's preference, the policy makers could suggest material writers be more aware of and reflect the purpose of English learning in materials. Changes in learner's attitudes in these regards are desirable because the primary reason for English education in the state sector is to help learners to acquire communication abilities in English as a common international language (see MEXT's action plan cited in Chapters 1 and 6). I think the above features in materials are ideal in order to better reflect the philosophy of the action plan.

7.5.4 Relationship between contents of texts and topics, and learners' awareness-raising

Additional research is needed in order to investigate whether including more ELF contents in readings would make any difference to a learner's awareness and whether including more topics on OC and EC countries other than Japan would make any difference to a learner's preference for topics in a coursebook. If a correlation is found between a learner's awareness/preference and contents in readings/topics, policy makers and material writers would select the contents and topics more carefully. It would be ideal if learners become more aware of ELF issues and know more about OC and non-Japanese EC countries by using such materials. This is because I consider these changes in materials are in the direction that the MEXT is moving towards (see Chapters 1 and 6 for MEXT's action plan).

7.6 Research contributions

One of the contributions of my research is that it provides researchers, teachers, publishers and the like with guidance that is useful for identifying ELF features in ELT materials. More specifically, I suggest a systematic way for analysing ELF features in materials—both quantitatively and qualitatively. I investigated a wide range of coursebooks and audiovisual materials used in the state and private sectors, focusing on three different levels: junior-high-school, senior-high-school and university. This helped to clarify various similarities and differences between different sectors and levels.

Another contribution is that this study focuses on the attitudes of students and teachers to *ELT materials*. Although there are previous studies on the attitudes of Japanese people towards different varieties of English—as well as on the practices used to address those varieties in the classroom, - there was no other research available concerning their attitudes to ELF-oriented teaching materials at the time I conducted this research.

Furthermore, the current study reveals that Japanese learners and teachers would like to see a native speaker model presented in ELT materials, and indicates the reasons why they would choose this model for use in their specific learning and teaching contexts. This study also initiates further debate concerning the introduction of an ELF approach (through ELF-oriented materials in particular) and predicts how they would respond to ELF practices in the future.

Finally, this thesis offers pedagogical implications for developing and utilising ELF-oriented materials by looking at what is possible and what is not possible in the current education system in Japan. I am hoping that my study will invite more scholars, teachers, publishers, and policy makers to consider teaching materials from the ELF perspective in order to make materials more appropriate for teaching and learning in their own context.

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Appendix 3.1: Contents analysis for coursebook ELF traits 1.1-1.5

Textbook		<i>Crown English Series II</i>
		Lesson 6: ‘Singlish Bad; English Good’ (p87-91)
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	“Today, 350 million people speak English as their mother tongue, but more than a billion speak it as a second language” (p87)
	1.1.2 Contexts of uses	-
	1.1.3 Domains of uses	“the language of the Internet, of movies and music, of air planes and ships at sea; international business” (p88)
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	“there are millions of people around the world who claim English as their first language but who cannot understand each other – an English teacher in India...another in the Philippines and a third in Nigeria” (p90)
1.2 English varieties	1.2.1 Emergence/existence of different varieties	“As the English language grows in the world, it is creating new dialects called “Englishes””(p85)
	1.2.2 Names of varieties	“American English, British English, Indian English, and several other “Englishes””(p85) “Singlish”(p85) “Taglish, a mixture of English and Tagalog...many more, particularly in India, Jamaica, and Nigeria, which all used to belong to Britain” (p86)
	1.2.3 characteristics/forms of varieties	“simple and clear. Get to the point” (p88) “Got coffee or not? Got!” (p88)
	1.2.4 function/creativity/identity	“I need Singlish to express a Singaporean feeling” (p89)) “it [English] is part of the identity of a new Asian middle class.” (p91)
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-

Topics		
	1.3.2 (In)equality in communication	“every dialect of the English language is equally valid” (p90)
	1.3.3 Ownership of English	“English now belongs to whoever uses it, not just to native speakers” (p90)
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Intranational English uses within a nation with many languages	“Standard English is the common language of Singapore’s population of 4 million, one of the four official languages that also include Malay, Mandarin Chinese and Tamil”(p87-88)
	1.4.3 International uses between/among NNSs	“Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians.” (p91))
1.5 New model(s)	1.5.1 Departure from EFL	“Today, fewer and fewer people think of English in terms of either England or America,” (p91) (also 1.2.4)
	1.5.2 Pluralization of standards	“So a user of Singlish is as correct as you are in the sense that he knows what he wants to say and is understood by his audience.” (p90) (also 1.5.3)
	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	<p>“The Singaporean Government says that Singlish is no good, and their people must learn how to speak good English.” (p85)</p> <p>“Singapore’s leaders have begun the Speak Good English Movement to get rid of a dialect known as Singlish”(p85)</p> <p>“It is important to speak and write standard English...If the less educated half of our people end up learning to speak only Singlish, they will suffer economically and socially.” (p88)</p>
	1.5.5 Learner’s choice	-
1.6 Multicultural		<p>Lesson 1: Looking at Things, East and West (p4-9)</p> <p>Lesson 2: ‘Dreamtime - Australian Aborigines and the Art of Living’(p16-22)</p>

Appendix 3.2: Questionnaire (Part 1, 2, 3 and the Final Part)
Questionnaire in English

Dear participants,
Thank you for participating in my research.
The purpose of this questionnaire research is to ask about your opinions regarding the English-teaching materials which have international contexts and contents. For every question, there is no right (or wrong) answer. I would appreciate it if you could provide me with your honest comments.
All information that you provide through your participation in this study will be reported anonymously. Furthermore, you will not be identified in my paper. If you have any questions about this questionnaire and paper, please contact Reiko Takahashi (Institute for Applied Language Studies, University of Edinburgh) at takahashireiko@hotmail.com. Thank you very much in advance for your cooperation.



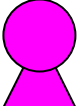
Part 1

Question 1 Suppose you are going to choose three main characters for an English coursebook.

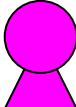


Which one of the following combinations of main characters would you like to have most in your English coursebook? Please write the number you choose (one only) in the brackets below. Could you also tell me why you chose these characters in the space provided below?

Characters who speak English as a mother tongue (so-called ‘native speakers’) are shown in red. Characters whose mother tongue is not English (so-called ‘non-native speakers’) are shown in green. Characters from Japan are shown in pink.

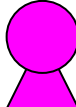


(1)

Japanese	Native speaker
	
	

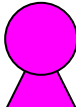


(2)

Japanese	Native speaker
	
	

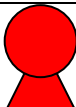


(3)

Japanese	Non-native speaker (other than Japanese)
	
	

(4)

Japanese	Native speaker	Non-native speaker (other than Japanese)
		

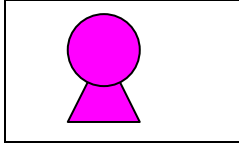
(5)

Native speaker




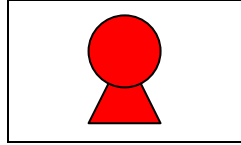
Number: ()
Could you also tell me why you chose these characters?:

Question 2 If you were to choose only two characters (for a dialogue in an English coursebook) from the following three characters, which one would you exclude? Please write the number you choose (one only) in the brackets below.

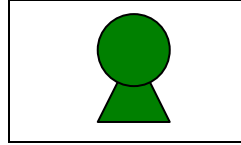
(1) Japanese



(2) Native speaker



(3) Non-native speaker (other than Japanese)



Number: ()

Could you also tell me why you chose the character?:

Question 3 If you were to choose two native-speaking characters from the following (1) to (5), who would you choose? Please write the numbers you choose in the brackets below. Could you also tell me why you chose these characters in the space provided below?

- (1) Canadian
- (2) Australian
- (3) American
- (4) British
- (5) New Zealander

Number: () and ()

Could you also tell us why you chose these characters?

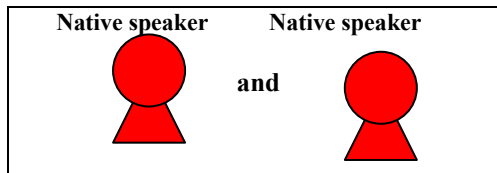
Question 4 If you were to choose one non-native-speaking character from the following (1) to (8), who would you choose? Please write the number you choose in the brackets below. Could you also tell me why you chose the character in the space provided below?

- (1) Russian
- (2) Indian
- (3) Spanish
- (4) Brazilian
- (5) Singaporean
- (6) Chinese
- (7) Kenyan
- (8) Korean

Number: ()

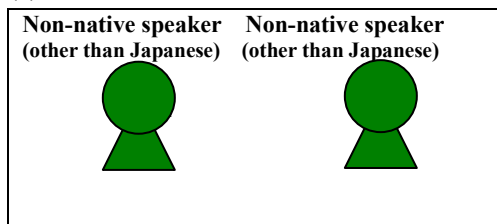
Could you also tell me why you chose the character?:

(3)



I like it a lot 5 4 3 2 1 I do not like it at all


(4)




I like it a lot 5 4 3 2 1 I do not like it at all

Question 7 How would you prefer to have the following (1) – (4) as places where dialogues take place in your English coursebook? For each place, please indicate your preference using the following scale and circle the appropriate number.


(5 = I like it a lot, 1 = I do not like it at all)

- (1)  Country where English is used as a mother tongue (or a first language¹)

I like it a lot 5 4 3 2 1 I do not like it at all

- (2)  Country where English is used as an official language (or a second language²) (e.g. Singapore, India and Kenya)

I like it a lot 5 4 3 2 1 I do not like it at all

- (3)  Country where English is used as a foreign language³ (*other than Japan*) (e.g. China, Korea, Brazil, Spain and Russia)

I like it a lot 5 4 3 2 1 I do not like it at all

- (4)  Japan





I like it a lot 5 4 3 2 1 I do not like it at all

Notes:

1. 'First language' is a "language acquired first [...] or the language the child feels most comfortable using".

2. 'Second language' is "a language which is not a native language in a country but which is widely used as a medium of communication (e.g. in education and in government) and which is usually used alongside another language or languages".

3. 'Foreign language' is "a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country (e.g. in government, business or industry)".

Countries where English is used as a mother tongue (or a first language) are shown in . Countries where English is used as an official language (or a second language) are shown in . Countries where English is used as a foreign language (other than Japan) are shown in . Japan is shown in .

Part 2

Question 1

1-1 Here are some extracts regarding current situation of and facts about English (from number 1 to 4). How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)?

Please indicate your preference using the following scale and circle the appropriate number. If you have any comments, please feel free to write them in the space provided below.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

1.

More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language.

Extremely important 5 4 3 2 1 **Not important at all**

Any comment?:

2.

As the English language grows in the world, it is creating new dialects called “Englishes” “American English, British English, Indian English, and several other “Englishes”

There are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.

Extremely important 5 4 3 2 1 **Not important at all**

Any comment?:

3. Often the grammar [of English in Singapore] is a little simpler, or just different [from 'standard' English]. For instance, in a shop in Singapore you may hear the customer bargaining with the salesclerk, "Cheaper, can or not?"

"Every Singaporean *speak*. Me too. *It not* a dialect." (Examples of English in Singapore. *Emphasis added*.)

Extremely important 5 4 3 2 1 Not important at all

Any comment?:

()

4. Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians.

Extremely important 5 4 3 2 1 Not important at all

Any comment?:

()

1-2 Here are some opinions, advice and a question (from number 5 to 8) about English. How important do you think it is for you learning English in Japan that these sentences be included and taught in a senior-high-school English coursebook (English II)?

Please indicate your preference using the following scale and circle the appropriate number. If you have any comments, please feel free to write them in the space provided below.

(5 = extremely important, 4 = somewhat important, 3 = neutral, 2 = not very important, 1 = not important at all)

5. A user of English in Singapore is as correct as you are in the sense that he knows what he wants to say and is understood by his audience.

Extremely important 5 4 3 2 1 Not important at all

Any comment?

[]

6. It is important to speak and write 'standard' English.

Extremely important 5 4 3 2 1 Not important at all

Any comment?

[]

7. When you have a chance to speak English with someone, don't worry if your English is not always "correct" or "perfect".

Extremely important 5 4 3 2 1 Not important at all

Any comment?

[]

8. What kind of English is best for you?

Extremely important 5 4 3 2 1 Not important at all


Any comment?

[]


Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number.

(5 = I like it a lot, 1 = I do not like it at all)


Topics

- (1)  Topics about country where English is used as a mother tongue (or a first language¹)


I like it a lot 5 4 3 2 1 I do not like it at all

- (2)  Topics about country where English is used as an official language (or a second language²) (e.g. Singapore, India and Kenya)





I like it a lot 5 4 3 2 1 I do not like it at all

- (3)  Topics about country where English is used as a foreign language³ (*other than Japan*) (e.g. China, Korea, Brazil, Spain and Russia)

I like it a lot 5 4 3 2 1 I do not like it at all

- (4)  Topics about Japan

I like it a lot 5 4 3 2 1 I do not like it at all

- (5)     All of the above (1) – (4)

I like it a lot 5 4 3 2 1 I do not like it at all

Question 3 Which topics of countries would you like to be included in your coursebook? Please choose the two most preferred topics and the one least preferred, and write the numbers in the brackets below. Could you also tell me why you chose these countries in the space provided below?

Country

- (1) Canada
- (2) Australia
- (3) the US
- (4) the UK
- (5) New Zealand

Most preferred countries

Number: () and ()

Least preferred country

Number: ()

Question 4 Which topics of countries would you like to be included in your coursebook? Please choose the one most preferred topic and the one least preferred, and write the numbers (only one each) in the brackets below.

- (1) Russian
- (2) Indian
- (3) Spanish
- (4) Brazilian
- (5) Singaporean
- (6) Chinese
- (7) Kenyan
- (8) Korean

Most preferred topic

Number: ()

Least preferred topic


Number: ()


Part 3

Question 1 How would you prefer to have the following speech recordings (1) – (4) in your audio materials of English (e.g. tapes and CDs)? Please indicate your preference using the following scale and circle the appropriate number.


(5 = I like it a lot, 1 = I do not like it at all)

Speech recordings


- (1)  English spoken in a country where English is used as a mother tongue (or a first language¹)
I like it a lot 5 4 3 2 1 I do not like it at all

- (2)  English spoken in a country where English is used as an official language (or a second language²)

I like it a lot 5 4 3 2 1 I do not like it at all

- (3)  English spoken by a speaker who is from a country where English is used as a foreign language³ (other than Japanese)

I like it a lot 5 4 3 2 1 I do not like it at all

- (4)  English spoken by a Japanese speaker





I like it a lot 5 4 3 2 1 I do not like it at all

Notes:

1. 'First language' is a "language acquired first [...] or the language the child feels most comfortable using".

2. 'Second language' is "a language which is not a native language in a country but which is widely used as a medium of communication (e.g. in education and in government) and which is usually used alongside another language or languages".

3. 'Foreign language' is "a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country (e.g. in government, business or industry)".

English spoken in a country where English is used as a mother tongue/first language are shown in ; English spoken in a country where English is used as an official language/second language in ; English spoken by a speaker who is from a country where English is used as a foreign language (other than Japanese) in ; English spoken by a Japanese speaker in .

Question 2 How would you prefer to have the following speech recordings (1) – (5) in your audio materials of English (e.g. tapes and CDs)? Please indicate your preference using the following scale and circle the appropriate number.

(5 = I like it a lot, 1 = I do not like it at all)

Speech recordings

(1) English in Canada

I like it a lot 5 4 3 2 1 I do not like it at all

(2) English in Australia

I like it a lot 5 4 3 2 1 I do not like it at all

(3) English in the US

I like it a lot 5 4 3 2 1 I do not like it at all

(4) English in the UK

I like it a lot 5 4 3 2 1 I do not like it at all

(5) English in New Zealand

I like it a lot 5 4 3 2 1 I do not like it at all

Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

[Speech 1]

- | | | |
|--|---------------------------|---|
| 1. with Japanese accent | 1 2 3 4 5 6 7 | not with Japanese accent |
| 2. not easy to understand | 1 2 3 4 5 6 7 | easy to understand |
| 3. likeable | 1 2 3 4 5 6 7 | not likeable |
| 4. this is like how I speak English | 1 2 3 4 5 6 7 | this is not like how I speak English |
| 5. this is how I would like to speak English | 1 2 3 4 5 6 7 | this is not how I would like to speak English |
| 6. this is what I can attain in the future | 1 2 3 4 5 6 7 | this is not what I can attain in the future |
-

[Speech 2]

- | | | |
|--|---------------------------|---|
| 1. with Japanese accent | 1 2 3 4 5 6 7 | not with Japanese accent |
| 2. not easy to understand | 1 2 3 4 5 6 7 | easy to understand |
| 3. likeable | 1 2 3 4 5 6 7 | not likeable |
| 4. this is like how I speak English | 1 2 3 4 5 6 7 | this is not like how I speak English |
| 5. this is how I would like to speak English | 1 2 3 4 5 6 7 | this is not how I would like to speak English |
| 6. this is what I can attain in the future | 1 2 3 4 5 6 7 | this is not what I can attain in the future |

1. Sex: ☐ Male ☐ Female

2. Mother language/first language: (_____)

3. How long have you studied English? For each educational institute, please enter the number of years you have studied English.

Educational institution	Country, if it is not Japan	At school	Outside school (e.g., tutor, cram school)
Pre-primary	()	() years	() years
Primary school	()	() years	() years
Junior-high school	()	() years	() years
Senior-high school	()	() years	() years

4. Have you every lived in English-speaking countries? If yes, please enter the number of years you have lived in each country.

Country	Length of time
()	() years
()	() years
()	() years
()	() years
()	() years

- Thank you for your cooperation! -

Questionnaire in Japanese

アンケートにご協力下さる皆様へ

この度は、アンケートにご協力下さり、ありがとうございます。

このアンケートの目的は、『国際的な視野・内容を取り入れた英語科の教材』に対する皆様の考えをお聞きすることです。全ての設問に関して、正しい（または間違っ）答えはありません。皆様の自由なご意見をお聞かせ下さい。

ここでご記入いただいた情報は、全て匿名で、研究の目的のためだけに使われ、論文が書きあがり次第、記録は全て処分されます。なお、この調査に関しまして何かご質問がございましたら、エジンバラ大学・応用言語研究所、高橋礼子(takahashireiko@hotmail.com)までご連絡下さい。

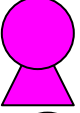

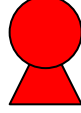
パート 1

問 1 英語科の教科書に登場する主要人物を、3人選ぶとします。

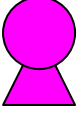
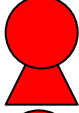
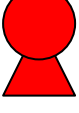
一番好ましいと思う登場人物の組み合わせは、次の(1)～(5)の内どれですか。括弧内にその番号をご記入下さい。なぜその組み合わせを選んだかも、空欄にご記入下さい。

英語を母語とする登場人物（母語話者、一般的に「ネイティブ・スピーカー」と言われています）は、赤で表示されています。英語を母語としない登場人物（非母語話者、一般的に「ノンネイティブ・スピーカー」と言われています）で、日本人以外は緑で表示されています。日本人の登場人物は、ピンクで表示されています。


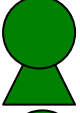
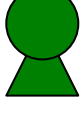
(1)

日本人	ネイティブ・スピーカー (母語話者)
 	

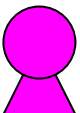
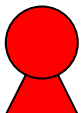
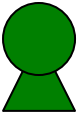
(2)

日本人	ネイティブ・スピーカー (母語話者)
	 

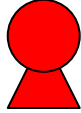
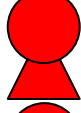
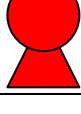
(3)

日本人	日本人以外の ノンネイティブ・スピーカー (非母語話者)
	 

(4)

日本人	ネイティブ・スピーカー (母語話者)	日本人以外の ノンネイティブ・スピーカー (非母語話者)
		

(5)

ネイティブ・スピーカー (母語話者)
  

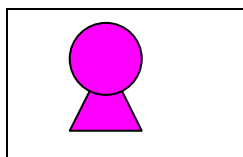
番号 ()

なぜその組み合わせを選んだか、お聞かせ下さい。

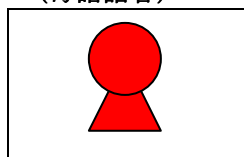
問2 各章の会話の登場人物を選ぶとします。

下記の3人の中から2人選ぶとしたら、誰を除外しますか。括弧内にその番号をご記入下さい。なぜその番号を選んだかも、空欄にご記入下さい。

(1) 日本人



(2) ネイティブ・スピーカー
(母語話者)



(3) 日本人以外のノンネイティブ・スピーカー
(非母語話者)



番号 ()

なぜその番号を選んだか、お聞かせ下さい。

[]

問3 ネイティブ・スピーカー（母語話者）の登場人物を、次の(1)～(5)の中から2人選ぶ場合、誰を選びますか。括弧内にその番号をご記入下さい。なぜその番号を選んだかも、空欄にご記入下さい。

- (1) カナダ人
- (2) オーストラリア人
- (3) アメリカ人
- (4) イギリス人
- (5) ニュージーランド人

番号 () と ()

なぜその番号を選んだか、お聞かせ下さい。

[]

問4 ノンネイティブ・スピーカー（非母語話者）の登場人物を、次の(1)～(8)の中から1人選ぶ場合、誰を選びますか。括弧内にその番号をご記入下さい。なぜその番号を選んだかも、空欄にご記入下さい。

- (1) ロシア人
- (2) インド人
- (3) スペイン人
- (4) ブラジル人
- (5) シンガポール人
- (6) 中国人
- (7) ケニア人
- (8) 韓国人

番号 ()

なぜその番号を選んだか、お聞かせ下さい。

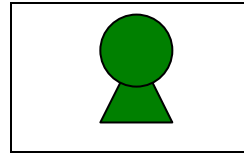
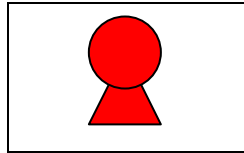
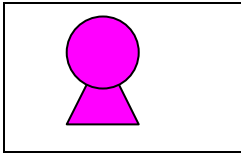
[]

問5 下記の3人の登場人物が（一緒に）会話をしている場面があるとします。
その会話の中で、誰に一番多く話して欲しいですか。一番多く話して欲しいと思う人物と、
一番少なく話して欲しいと思う人物を1人ずつ選び、括弧内にその番号をご記入下さい。
なぜその番号を選んだかも、空欄にご記入下さい。

(1) 日本人

(2) ネイティブ・スピーカー
(母語話者)

(3) 日本人以外のノンネイティブ・スピーカー
(非母語話者)



一番多く話して欲しい人物

番号 ()

なぜその番号を選んだか、お聞かせ下さい。

[]

一番少なく話して欲しい人物

番号 ()

なぜその番号を選んだか、お聞かせ下さい。

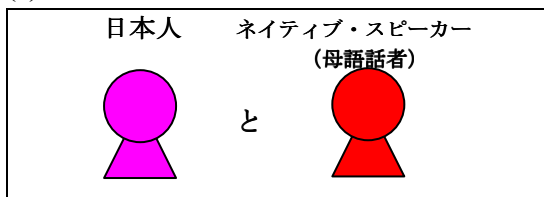
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問6 教科書中に、次の(1)～(4)の2人組が、(2人で)会話をしている場面があるとします。

各2人組の会話の場面が、教科書中に含まれることは、どの位好ましいと思いますか。各
場面に対して、好ましさの度合いを示す番号に○を付けて下さい。

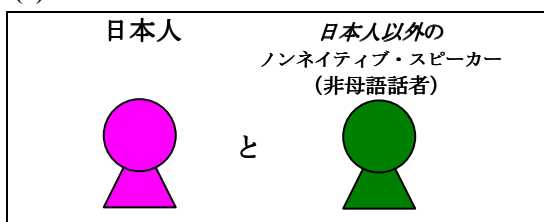
(5=とても好ましい、4=好ましい、3=どちらともいえない、2=好ましくない、1=全く好ましくない)

(1)



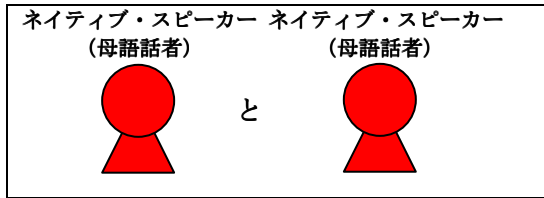
とても好ましい 5 4 3 2 1 全く好ましくない

(2)



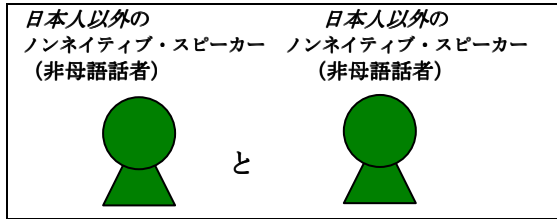
とても好ましい 5 4 3 2 1 全く好ましくない

(3)



とても好ましい 5 4 3 2 1 全く好ましくない

(4)



とても好ましい 5 4 3 2 1 全く好ましくない

問7 次の(1)～(4)が、会話の場面設定として教科書中に含まれることは、どの位好ましいと思いますか。各場面に対して、好ましさの度合いを示す番号に○を付けて下さい。

(5=とても好ましい、4=好ましい、3=どちらともいえない、2=好ましくない、1=全く好ましくない)

(5) ■ 英語が母語（または第一言語^{注1}）として話されている国

とても好ましい 5 4 3 2 1 全く好ましくない

(6) ■ 英語が公用語（または第二言語^{注2}）として話されている国（例：シンガポール、インド、ケニア）

とても好ましい 5 4 3 2 1 全く好ましくない

(7) ■ 英語を外国語^{注3}とする国（日本以外）（例：中国、韓国、ブラジル、スペイン、ロシア）

とても好ましい 5 4 3 2 1 全く好ましくない

(8) ■ 日本

とても好ましい 5 4 3 2 1 全く好ましくない

注意：

1. 「第一言語」とは、(生まれてから)最初に習得される言語、または、子供が一番差しさわり無く使える言語のことです。

2. 「第二言語」とは、母国語ではないが、コミュニケーションの手段として、国内（例：学校、行政）で広く使われている言語のことで、通常他の言語と共に使われています。

3. 「外国語」とは、学校の教科として教えられる言語であるが、学校内で使われる言語ではなく、国内（例：行政、ビジネス、産業）でコミュニケーションの手段として使われる言語でもありません。

英語が母語（または第一言語）として話されている国は、■で表示されています。英語が公用語（または第二言語）として話されている国は、■で表示されています。英語を外国語とする国（日本以外）は、■で表示されています。日本は、■で表示されています。

パート 2

問1 各文章を読み、下記の質問にお答え下さい。

1－1 下記の様な英語の現状・事実に関する文章（1 番から 4 番まで）があります。この様な内容の文章が、高等学校の英語科教科書（英語 II）中に含まれ教えられることは、日本で英語を学習する高校生にとって、どの位大切だと思いますか。

各文章に対して、大切さの度合いを示す番号に○を付けて下さい。また、各文章に関して何かご意見がございましたら、併せてご記入下さい。

(5 = とても大切、4 = 大切、3 = どちらともいえない、2 = 大切ではない、1 = 全く大切ではない)

1.

More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language.

[和訳：4億人以上の人々が、英語を母国語として使っています。それよりもずっと多くの人々が、英語を第二言語として使っています。]

とても大切 5 4 3 2 1 全く大切ではない

ご意見：

2.

As the English language grows in the world, it is creating new dialects called “Englishes”. American English, British English, Indian English, and several other “Englishes”

There are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.

[和訳：世界で英語が広がるにつれ、「Englishes」と呼ばれる新しい英語が生まれています。アメリカ英語やイギリス英語、インド英語の他に、いくつかの「Englishes」があるのです。]

世界では、様々な種類の英語が使われています。例えば、インド人の学生は、一般的に、インド国内で日常的に使われている英語を話します。外国に出かける時にも、その英語を話します。イタリアのビジネスマンは、よくイタリア語訛りの英語を話します。]

とても大切 5 4 3 2 1 全く大切ではない

ご意見：

5. A user of English in Singapore is as correct as you are in the sense that he knows what he wants to say and is understood by his audience.
- [和訳：相手に伝えたいことを自分で分かっている、かつ相手からも理解されているという意味では、英語を話すシンガポールの人も皆さんと同様に正しいのです。]

とても大切 5 4 3 2 1 全く大切ではない

ご意見：

[]

6. It is important to speak and write ‘standard’ English.
- [和訳：『標準英語』を話し、書くことは大切です。]

とても大切 5 4 3 2 1 全く大切ではない

ご意見：

[]

7. When you have a chance to speak English with someone, don’t worry if your English is not always “correct” or “perfect”.
- [和訳：英語を話す際、自分の英語が必ずしも正確で完璧でなくても心配はいりません。]

とても大切 5 4 3 2 1 全く大切ではない

ご意見：

[]

8. What kind of English is best for you?
- [和訳：(皆さんの英語学習の模範として) どんな種類の英語が最適ですか。]

とても大切 5 4 3 2 1 全く大切ではない


ご意見：

[]


問2 教科書に、次の(1)～(5)の話題が含まれることは、どの位好ましいと思いますか。各番号に対して、好ましさの度合いを示す番号に○を付けて下さい。

(5=とても好ましい、4=好ましい、3=どちらともいえない、2=好ましくない、1=全く好ましくない)


話題

(1)  英語が母語（または第一言語^{注1}）として話されている国の話題


とても好ましい 5 4 3 2 1 全く好ましくない

(2)  英語が公用語（または第二言語^{注2}）として話されている国の話題
(例：シンガポール、インド、ケニア)





とても好ましい 5 4 3 2 1 全く好ましくない

(3)  英語を外国語^{注3}とする国（日本以外）の話題（例：中国、韓国、ブラジル、スペイン、ロシア）

とても好ましい 5 4 3 2 1 全く好ましくない

(4)  日本の話題

とても好ましい 5 4 3 2 1 全く好ましくない

(5)     上記(1)～(4)の話題が全て含まれること

とても好ましい 5 4 3 2 1 全く好ましくない

国

- ## 最も含まれて欲しい国

なぜその国を選んだか、お聞かせ下さい。

$$\left[\begin{array}{c} \\ \\ \\ \end{array} \right]$$

なぜその国を選んだか、お聞かせ下さい。

$$[\quad]$$

玉

- ## 最も含まれて欲しい国

なぜその国を選んだか、お聞かせ下さい。

$$\left[\begin{array}{c} \\ \\ \\ \end{array} \right]$$

なぜその国を選んだか、お聞かせ下さい。


$$\left[\begin{array}{c} 292 \end{array} \right]$$

パート 3


問1 英語科の音声教材（例：カセットテープ、CD）に、次の（1）～（4）の音声が含まれることは、どの位好ましいと思いますか。各音声に対して、好ましさの度合いを示す番号に○を付けて下さい。

（5＝とても好ましい、4＝好ましい、3＝どちらともいえない、2＝好ましくない、1＝全く好ましくない）


音声

(1)  英語が母語（または第一言語^{注1}）として話されている国出身の人が話す英語

とても好ましい 5 4 3 2 1 全く好ましくない

(2)  英語が公用語（または第二言語^{注2}）として話されている国出身の人が話す英語
（例：シンガポール、インド、ケニア）

とても好ましい 5 4 3 2 1 全く好ましくない

(3)  英語を外国語^{注3}とする国（日本以外）出身の人が話す英語（例：中国、韓国、ブラジル、スペイン、ロシア）

とても好ましい 5 4 3 2 1 全く好ましくない

(4)  日本人が話す英語





とても好ましい 5 4 3 2 1 全く好ましくない

注釈：

1. 「第一言語」とは、（生まれてから）最初に習得した言語、または、子供が一番差しさわり無く使える言語のことです。

2. 「第二言語」とは、母国語ではありませんが、コミュニケーションの手段として、国内（例：学校、行政）で広く使われている言語のことで、通常、他の言語と共に使われています。

3. 「外国語」とは、学校の科目として教えられる言語ですが、学校内で使われる言語ではなく、国内（例：行政、ビジネス、産業）でコミュニケーションの手段として使われる言語でもありません。

英語が母語（または第一言語）として話されている国出身の人が話す英語は、で表示されています。英語が公用語（または第二言語）として話されている国出身の人が話す英語は、で表示されています。英語を外国語とする国（日本以外）出身の人が話す英語は、で表示されています。日本人が話す英語は、で表示されています。

問2 英語科の音声教材（例：カセットテープ、CD）に、次の（1）～（5）の音声が含まれることは、どの位好ましいと思いますか。各音声に対して、好ましさの度合いを示す番号に○を付けて下さい。

（5＝とても好ましい、4＝好ましい、3＝どちらともいえない、2＝好ましくない、1＝全く好ましくない）

音声

(1) アメリカの英語

とても好ましい 5 4 3 2 1 全く好ましくない

(2) イギリスの英語

とても好ましい 5 4 3 2 1 全く好ましくない

(3) カナダの英語

とても好ましい 5 4 3 2 1 全く好ましくない

(4) オーストラリアの英語

とても好ましい 5 4 3 2 1 全く好ましくない

(5) ニュージーランドの英語

とても好ましい 5 4 3 2 1 全く好ましくない

問3 2つの音声録音（スピーチ1、スピーチ2）を聞いて、下記線上の最もふさわしいと思う番号に○を付けて下さい。

（1＝とてもわかりにくい、7＝とてもわかりやすい）

〔スピーチ1〕

- | | | |
|-------------------------|---------------|--------------------------|
| 1. 日本語なまりがある | 1 2 3 4 5 6 7 | 日本語なまりがない |
| 2. わかりにくい | 1 2 3 4 5 6 7 | わかりやすい |
| 3. 好感がもてる | 1 2 3 4 5 6 7 | 好感がもてない |
| 4. 自分の話し方に似ている | 1 2 3 4 5 6 7 | 自分の話し方に似ていない |
| 5. この様に英語を話したい | 1 2 3 4 5 6 7 | この様に英語を話したくない |
| 6. 将来この様に英語を話せるようになると思う | 1 2 3 4 5 6 7 | 将来この様に英語を話せるよ
ならないと思う |
-

〔スピーチ2〕

- | | | |
|-------------------------|---------------|--------------------------|
| 1. 日本語なまりがある | 1 2 3 4 5 6 7 | 日本語なまりがない |
| 2. わかりにくい | 1 2 3 4 5 6 7 | わかりやすい |
| 3. 好感がもてる | 1 2 3 4 5 6 7 | 好感がもてない |
| 4. 自分の話し方に似ている | 1 2 3 4 5 6 7 | 自分の話し方に似ていない |
| 5. この様に英語を話したい | 1 2 3 4 5 6 7 | この様に英語を話したくない |
| 6. 将来この様に英語を話せるようになると思う | 1 2 3 4 5 6 7 | 将来この様に英語を話せるよ
ならないと思う |

1. 性別： ☐ 男性 ☐ 女性

2. 母語／第一言語： ()

3. 英語をどれくらいの期間にわたり勉強してきましたか。各教育機関について、勉強してきた年数を記入して下さい。

教育機関	国名（日本以外の場合）	学校で	学校以外で （例） 家庭教師、 塾
小学校以前	()	—	() 年間
小学校	()	() 年間	() 年間
中学校	()	() 年間	() 年間
高等学校	()	() 年間	() 年間

4. 英語圏に住んだ経験はございますか。住んだ経験がある場合には、各国についてその年数をご記入下さい。

国名	年数
()	() 年間
()	() 年間
()	() 年間
()	() 年間
()	() 年間

— ご協力ありがとうございました！ —

Appendix 3.3: Explanation for questionnaire

1. Questionnaire Part 1

Question 1

This question investigates how people react to Feature 1, the number of non-Japanese NNS characters featured in dialogues. It asks about people's preference for main characters in a coursebook. Do they want to see more NSs, NNSs other than Japanese, or both?

All the given five choices have three characters. In terms of ELFness, the third choice (one Japanese character and two non-Japanese NNS characters) is strongly ELF-oriented. The other end (the lowest) is the fifth, which has only NSs. The fourth has a combination of Japanese, NS and non-Japanese NNS. I consider this also as strongly ELF-oriented under the definition of ELF which includes communication between NSs and NNSs (see Chapter 2 for the details). The strength of EFL orientation is summarised in Chart 1.

Choice No.	Strength of EFL orientation		
	Low	Mid	High
No. 1 2JP and 1NS		O	
No. 2 1JP and 2NSs		O	
No. 3 1JP and 2NNSs			o
No. 4 1JP, 1NS and 1NNS			o
No. 5 3 NSs	O		

Chart 1: Strength of EFL orientation (Question 1, Part 1)

Question 2

This asks who informants want to have in a dialogue if asked to select two characters out of three. This was designed in order to discover their preference for characters from different linguistic circles.

Question 3

The question intends to find out whether informants prefer particular nationalities for NS characters or not. By asking this question, I am investigating their preference of NSs from five different English-speaking countries, Canada, Australia, the United States, the United Kingdom and New Zealand. The reasons for selecting the five countries are, firstly, that these countries are major English-speaking countries (in terms of the numbers of the speakers); and secondly, that characters from all the five countries were found in the analysis of approved coursebooks (see Chapter 6 Material analysis).

Question 4

Similar to Question 3, Question 4 aims to investigate if there is any particular preference for NNS characters. I examine if they have preferences for NNSs who come from eight different EC countries: Russia, India, Spain, Brazil, Singapore, China, Kenya and Korea. The seven nationalities (except Spanish) were selected for the same reason as above (see Question 3). That is, characters from these countries were found in the course of analysing the coursebooks.

Since the geographical and cultural differences are great in EC countries, I tried to select at least one EC country from every major continent in the world - one from African continent and another from Latin America and so on. Since there was no character from Europe found in the analysis (see Chapter 6), Spanish was added in the end.

One of my assumptions was that answers to Question 4 would be influenced by their previous knowledge, images and experience of the countries. Another assumption was that their answer could change depending on the combinations of countries available for their choice. In other words, they could easily change their decision if, for example, their likeable (or dislikeable) country were given as an option. However, I had to choose some countries from all EC countries in order to set a question. Thus, the eight countries were selected despite the above limitations.

Question 5

Q5 asks which one of the three characters informants want speak more words and why they think so. By this question, I examine who (NS, NNS other than Japanese or Japanese) informants want to take a major part in a dialogue. This could be observed in various ways. In this research, number(s) of words uttered by each character is used as an indicator of how big role he/she is taking. This corresponds to ELF Feature 3, number of words uttered by NNSs other than Japanese.

Question 6

This question asks what types of communication informants want to see in a dialogue. There are four different types of communication given for informants to judge. They are (1) communication: between a Japanese speaker of English (JSE) and a NS; (2) between a JSE and a NNS other than JSE; (3) between NSs; (4) and between NNSs other than JSE. A five-point-scale is given for each communication type. Brief explanation of the scale (5 = I like it a lot, 1 = I do not like it at all) is also provided for informants. Q6 corresponds to Feature 5: Types of Communication Exclusively between NNSs.

Question 7

This question explores informants' preference for contexts in which English is used in a dialogue.

Contexts, here, mean countries where conversations (English uses) are taking place (see further details in 3.2.1 Analysis method, 3.2.1.1 Textbook representation, Locations of the dialogues). Informants decide and indicate how they like the following four contexts on a five-point-scale. The contexts given are: countries where English is spoken as a mother tongue (or a first language); countries where English is spoken as an official (or a second language); countries where English is spoken as a foreign country (other than Japan) and Japan. Q7 was designed for Feature 4, OC and EC Context Other than Japan.

2. Questionnaire Part 2

Question 1

The design of this part was based on the analysis of SHS coursebooks (see Chapter 6). There are eight short passages with a five-point-scale. Informants read the passages and judge how important they think the contents are for themselves as English learners in Japan.

The eight sentence/sentences were taken from the SHS coursebooks analysed for this study. They are divided into two sections according to the topics (four extracts in 1-1 and another four in 1-2). Each sentence includes ELF-related content (see the tables, following).

The first extract in 1.1, for instance, gives a specific number of English speakers in the world, and thus it is categorised in 1.1 Current/future situation of English, 1.1.1 Number of speakers. All the sentence/sentences are summarised in the following tables.

Passage Number	Categories of topics	Specified topics	Passages (source)
1	1.1 Current/future situation of English	1.1.1 Number of speakers	<p>“More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language...there are now more students of English in China than there are people in the United States.”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p138)</p>
2	1.2 English varieties	1.2.1 Emergence/existence of different varieties	<p>“As the English language grows in the world, it is creating new dialects called “Englishes””</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p85)</p>
		1.2.2 Names of varieties	<p>“American English, British English, Indian English, and several other “Englishes””</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p85)</p>
		1.2.1 Emergence/existence of different varieties	<p>“there are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p144)</p>

3		1.2.3 characteristics/forms of varieties	<p>“Often the grammar [of Singlish] is a little simpler, or just different...in a shop...you may hear the customer bargaining with the salesclerk, “Cheaper, can or not?”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p142)</p>
		1.2.1 Emergence/existence of different varieties	<p>“there are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p144)</p>
		1.2.3 Characteristics/forms of varieties	<p>“Every Singaporean speak. Me too. It not dialect”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p86)</p>
4	1.4 ELF contexts and uses	1.4.3 Mixed-country uses between NNSs	<p>“Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians.”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p91)</p>

Table: Passages Number 1 – Number 4 in section 1-1, Questionnaire Part 2

Passage Number	Categories of topics	Specified topics	Passages (source)
5	1.5 New model(s)	1.5.2 Pluralization of standards	<p>“a user of Singlish [rephrased as ‘English in Singapore’] is as correct as you are in the sense that he knows what he wants to say and is understood by his audience.”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p90)</p> <p>(also categorised in 1.5.3 International intelligibility as a goal)</p>
6	1.5 New model(s)	1.5.4 Concerns about/attitudes towards new models	<p>“It is important to speak and write standard English”</p> <p>(<i>Crown English Series II</i> , Lesson 6: ‘Singlish Bad; English Good’, p88)</p>
7	1.5 New model(s)	1.5.3 International intelligibility as a goal	<p>“[W]hen you have a chance to speak English with someone, don’t worry if your English is not always “correct” or “perfect.”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p144)</p>
8	1.5 New model(s)	1.5.5 Learner’s choice	<p>“What kind of English is best for you?”</p> <p>(<i>Unicorn English Course II</i> , Lesson 10: ‘English as a World Language’, p144)</p>

Table: Passages Number 5 – Number 8 in section 1-2, Questionnaire Part 2

Question 2

This question examines informants' preference for particular topics, in particular, whether they prefer multicultural topics or not. Topics in question are grouped into five:

1. Topic on a country where English is used as a mother tongue/first language
2. Topic on a country where English is used as an official language/second language
3. Topic on a country where English is used as a foreign language (*other than Japan*)
4. Topic on Japan
5. Topics which include all of the above.

A five-point scale is given and informants decide how they would like each topic if it is included in an English course book.

Question 3

This examines informants' preference of IC-country topics. They will choose one most preferable topic and one least preferable topic from the following topics.

- (1) Canada
- (2) Australia
- (3) the US
- (4) the UK
- (5) New Zealand

They will be asked to provide a reason for their choice(s), too.

Question 4

Similar to Q3, this Q4 examines informants' preference of topics on OC and EC countries. They will choose one most preferable topic and one least preferable topic from the topics below.

- (1) Russia
- (2) India
- (3) Spain
- (4) Brazil
- (5) Singapore
- (6) China
- (7) Kenya
- (8) Korea

Both OC countries (India, Singapore and Kenya) and EC countries (the other five) are selected. (For the reason and procedure of selecting countries, see Question 4, Questionnaire Part 1). Q4 will also ask informants why they choose the country.

Questionnaire Part 3

Question 1

Informants will make a decision on how preferable the following recordings of English are on a five-point-scale. The recordings are: (1) English spoken in a country where English is used as a mother tongue (or a first language); (2) English spoken in a country where English is used as an official (or

a second language); (3) English spoken by a speaker who is from a country where English is used as a foreign language (other than a Japanese speaker of English) and (4) English spoken by a Japanese speaker.

Question 2

Informants will also judge how they would like the following five recordings of IC English. The recordings are: (1) English in Canada, (2) English in Australia, (3) English in the US, (4) English in the UK and (5) English in New Zealand.

Question 3

Two short speeches were recorded for Q3. Informants first listen to the recordings. Secondly, they are required to evaluate each speech using a seven-point semantic-differential scale. I selected six adjective-pairs by referring to McKenzie (2007).

Matched-guise technique

For this question I used the matched-guise technique developed by Lambert et al. (1960) to measure language attitudes. The informants are asked to respond to the voice samples along several dimensions (e.g. friendliness). Though originally developed to study attitudes towards different languages (Lambert et al. 1960), the technique of voice sample ratings rapidly spread to monolingual studies. In such research, subjects are asked to read out a text, listen to the same text read by different speakers, and evaluate each speech using a rating scale. To avoid the possibility that individual vocal characteristics might affect informants' reactions I decided to use two recordings read by a single speaker.

Recordings

Speaker

The speaker is female and in her early 30's. She is a Japanese speaker of English. She had studied English at school for ten years in Japan before she started her graduate studies in the UK. She had lived in the UK for two years by the time of recording.

Text

Some sentences in the text were selected from three JHS English coursebooks which were officially

approved for the use of the first-year students. Others were composed by referring to the coursebooks. The text is on self-introduction and has 67 words.

The text read is presented below:

Hello, everyone.
My name is Kaori.
I'm from Kyushu, Japan.
I'm a college student in Japan.

I have some pictures of my family. This is my favourite picture. This is my father. He works in a library. He likes gardening. My mother teaches math. She collects dolls. My brother lives in China. He likes Chinese food very much. I really like them.

See you again. Thank you!

The speech contains common characteristics of (so-called) Japanese English. The speaker was asked to read the highlighted consonants and vowels with features of Japanese English (e.g. pronounce as /s/ instead of /θ/). The detailed instruction given to the speaker is attached as Appendix 3.

Despite the concern, there are advantages in utilising this technique. Firstly, vocal characteristics of the speaker were controlled by recruiting a single speaker. Secondly, speech speed was also controlled by asking the speaker to finish the two speeches in an approximate length of time (Speech 1, 30 seconds; Speech 2, 33 seconds). It should be added that one of the common features of Japanese English is its slow speed. Invalid vowel-insertions after consonants and lack of linking words are main reasons for that.

Scale and adjective-pairs

I used a seven-point rating scale and asked informants to rate six adjective-pairs on the scale. The six adjective-pairs are as follows:

Number 1 with a Japanese accent/not with a Japanese accent

Number 2 not easy to understand/easy to understand

Number 3 likeable/not likeable

Number 4 this is like how I speak English/this is not like how I speak English

Number 5 this is how I would like to speak English/this is not how I would like to speak English

Number 6 this is what I can attain in the future/this is not what I can attain in the future

Number 1 - 4 are factors regarding the speaker. Number 5 - 6 are factors concerning target model(s). Number 5 asks whether informants think it is a preferred model or not; number 6, whether they think it is an attainable model or not.

“[T]he ‘socially most desirable’ traits were positioned sometimes on the left and sometimes on the right in order to avoid any left-right bias amongst the informants” (McKenzie, 2006: 109). In my research, the traits were also positioned in a similar manner in order to avoid the bias (see Q3, Part 3 in Appendix XX).

Informant’s background information

Informants will finally reach questions regarding the followings: gender, first language, length of previous English learning (both at school and after school (e.g. a cram school)), and length of experience of living abroad).

Appendix 3.4: Instruction Given to the Speaker

1. Original text

Hello, everyone.

My name is (e.g. Kaori).

I'm from (e.g. Kyushu, Japan).

I'm a college student in Japan.

I have some pictures of my family.

This is my favourite picture.

This is my father.

He works in a library.

He likes gardening.

My mother teaches math.

She collects dolls.

My brother lives in China.

He likes Chinese food very much.

I really like them.

See you again. Thank you!

2. Japanese-accented English

Hello, everyone.

My name is Kaori.

I'm from Kyushu, Japan.

I'm a college¹ student in Japan².

I have some pictures of my family³. This is my favourite⁴ picture. This is my father⁵. He works⁶ in a library. He likes gardening⁷. My mother⁸ teaches math. She collects dolls. My brother⁹ lives in China. He likes Chinese food very much. I really like them.

See you again. Thank¹⁰ you!

Reference

2.1 Characteristics of Japanese-accented English

2.1.1 Vowels

There are certain vowels which are difficult for speakers to distinguish each other.

(e.g.) ｱ (A) --- cat, cut, cot, cart, curt /æ, ^, ɑ, ɑ:r, ə:r/

(Examples from the above text)

1. Japan [dʒəˈpæn]

2. college [kəˈlɪdʒ]

3. family [fəˈmɪli]

4. favourite [feɪvərɪt]

5. father [fɑːðər]

6. work [wɜːrk]

7. garden [ɡɑːrdn]

8. mother [mʌðər]

9. brother [brʌðər]

10. thank [θæŋk]

2.1.2 Consonants

1. The difference between R and L is not clear and both are substituted with ㄹ.

(Examples from the above text)

collect [kəˈlɛkt] → pronounced as correct [kəˈrékt]

2. /θ, ð/ are substituted with /s, z/

(Examples from the above text)

/s/: math → Pronounce /s/ instead of /θ/.

/z/: father, mother, brother, them → Pronounce /z/ instead of /ð/.

3. /v/ tends to change to /b/.

(Examples from the above text)

Words which include /v/: everyone, favourite, lives, very → Pronounce /b/ instead of /v/.

4. /f/ tends to change to /h/.

(Examples from the above text)

Words which include /f/: from, favourite, father, food → Pronounce /f/ instead of /h/.

5. It is difficult for the speakers to distinguish between see and she. Both tend to be ㄷㅌ.

(Examples from the above text)

she, see → Pronounce both as ㄷㅌ.

Appendix 3.5: Focus-group questions

1. Representation

1.1 Nationalities of main characters

Experience as a user of coursebooks

- I'm interested in the way English course books in Japan represent the fact that nowadays English is a global language used in many different situations by all sorts of people. What do you remember from your days at school?

(Do you think the books you used presented English to you as a truly international language?)

Opinion/Preference

- How important do you think it is for Japanese English language coursebooks to represent a wide diversity of voices?

Do you think some voices are more important to include than others?

(Role of character

- Imagine a dialogue in a course book about someone's home country. If you were writing the book, what sort of person would you choose to have speaking in the dialogues – for example, where do you think he/she should come from?)

1.2 Contexts of English uses: when and where, with whom

Experience as an English user

- Nowadays the number of non-native English speakers (NNSs) increases at an amazing speed. English is often used between NNSs (e.g. between Japanese and Korean/Indian) (, even without the presence of NS(s)). Have you ever come across such situations before?

- Do you remember who the participants were? (With whom did you speak in English (*type of communication*)?) When and where was it (*place and occasion*)?

Opinion/Preference

- Imagine a dialogue in a course book about meeting new friends/people and introducing each other. If you were writing the book, what sort of people would you choose to have participating in the dialogue – for example, where do you think they should come from?

2. Topics

2.1 Variance, target model (standard/nativeness, correctness)

Opinion/Preference

- People in Singapore speak English in their own particular way; for example they say things like “Every Singaporean *speak*. Me too. *It not* a dialect.” Do you think such well-established but ‘non-standard’ ways of speaking English have a place in school coursebooks in Japan?

- Some people say “It is important to speak and write *standard* English”. Others say “As long as it is understood, any variety of English is acceptable.” Which do you think is more important to be included in a coursebook?

2.2 International intelligibility as a goal

- Some people even say ‘Do not correct dropping of 3rd person –s in the present simple because it does not seem to interfere communication.’ Any comments?

- How important do you think it is for you learning English in Japan that such a message as “when you have a chance to speak English with someone, don’t worry if their English is not always “correct” or “perfect” be included in a coursebook?

3. Audio materials

3.1 Phonological features of English varieties

- How would you prefer to have different non-native varieties of English in audio materials of English?

Appendix 3.6: Consent form

(in English)

Research Participant Consent Form

Attitudes of Japanese learners of English (senior-high school students) to materials which have internationally-oriented perspective and contents

Supervisors: Dr. Hugh Trappes-Lomax

Dr. Cathy Benson

Researcher: Reiko Takahashi

Reiko Takahashi, Institute for Applied Language Studies, University of Edinburgh

1. Purpose

To examine the attitudes of Japanese learners of English (senior-high school students) to materials which have internationally-oriented perspective and contents.

2. Method and amount of time required

(1) Questionnaire, about 20 minutes

(2) Group interview, about an hour

3. Benefits to the participant

This research will contribute to the improvement and development of English Education which the participant or other senior-high-school students will receive by further understanding the attitudes of senior-high-school students.

4. Risks to the participant

There is no mental and physical risk to the participant by participating in the research.

5. Confidentiality and anonymity

The questionnaires and recordings of interviews will be kept for the purpose of analysis; they, however, will not be leaked to outsiders. All the information will be used for research purpose only and all the records will be destroyed after writing up the thesis. Any information that may identify an individual will be all deleted in the thesis.

6. Voluntary participation

The participation in this research is voluntary, and if you do not participate or withdraw your participation, it will not bring you any disadvantages.

If you have any questions about this questionnaire and paper, please contact Reiko Takahashi (Institute for Applied Language Studies, University of Edinburgh) at takahashireiko@hotmail.com. Thank you very much in advance for your cooperation.

I have read this consent form and was given the opportunity to have enough explanation, and followed the gist of the research. Based on that, I agree to participate in this research.

Student's signature_____ **Date**

* You do not need to fill in the blanks below.

Researcher's signature_____ **Date**

調査参加同意書

「国際的な視点・内容を取り入れた英語科の教材に対する
日本の英語学習者（高校生）の態度調査について」

指導教授：ヒュー・トラペクスロマックス博士

キャシー・ベンソン博士

調査員：高橋 礼子

エジンバラ大学・応用言語研究所、高橋礼子

1. 目的

国際的な視点・内容を取り入れた英語科の教材に対する、日本の英語学習者（高校生）の態度を調査すること。

2. 方法と所要時間

(1) アンケート、約20分

(2) グループ・インタビュー、約1時間

3. 参加者への利益

この調査は、高校生の態度の理解を深めることにより、参加者およびその他の高校生の受ける英語教育の向上、発展に貢献します。

4. 参加者への危険

この調査に参加することによって生じる精神的、肉体的な危険はありません。

5. 参加の秘密性・匿名性

アンケート、インタビューの記録は、分析のために保管されますが、外部に漏れることは絶対にありません。情報は、研究の目的のためだけに使われ、論文が書きあがり次第、記録は全て破棄されます。また、論文中では人物を特定できるような内容は全て削除されます。

6. 任意参加

この調査への参加は任意であり、参加しなくても、また、途中で参加をやめても、それが参加者にとって不利になることはありません。

この調査に関しまして何かご質問がございましたら、エジンバラ大学・応用言語研究所、高橋礼子 (takahashireiko@hotmail.com) までご連絡下さい。

この同意書を読み、十分な説明を得る機会を与えられ、調査の主旨を理解しました。その上で、この調査に参加することに同意します。






















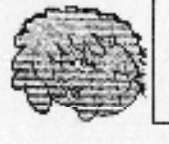








生徒署名 _____ 日付 _____

* この欄は、記入されなくて結構です。

研究者署名 _____ 日付 _____

パート 1

問 1 教科書中の主要登場人物を遊ぶとしたら、一番好ましいと思う組み合わせは、次の (1) ~ (6) の内どれですか。括弧内にその番号を記入し、空欄に選択理由をご記入下さい。

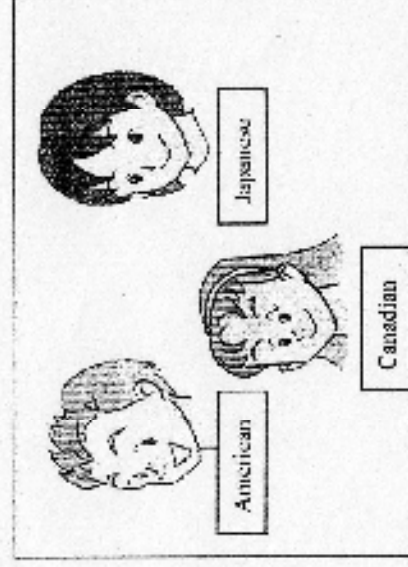
(1)	 Chinese  Canadian  Japanese  Indian  American	(2)	 Chinese  Singaporean  Japanese  Indian  American
(3)	 Chinese  Japanese  Japanese  Indian  American	(4)	 Chinese  Korean  Japanese  Indian  American
(5)	 Spanish  Brazilian  Japanese  Indian  American	(6)	 Chinese  Canadian  Japanese  Indian  British

番号 ()
理由:

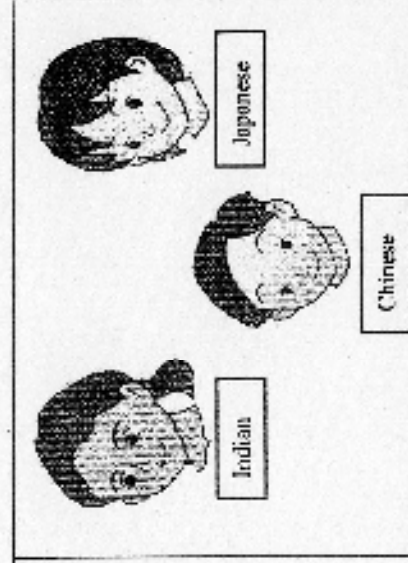
[]

問2 教科書中の会話の登場人物を選ぶとしたら、一番好きだと思う登場人物の組み合わせは、次の(1)～(5)の内どれですか。括弧内にその番号を記入し、空欄に選択理由をご記入下さい。

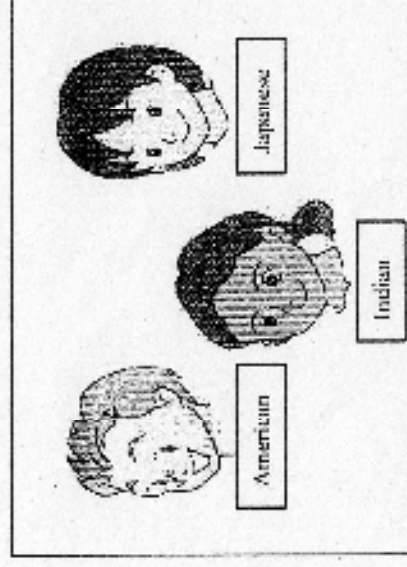
(1)



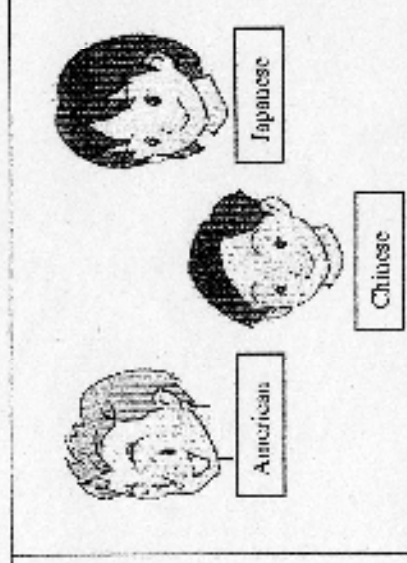
(2)



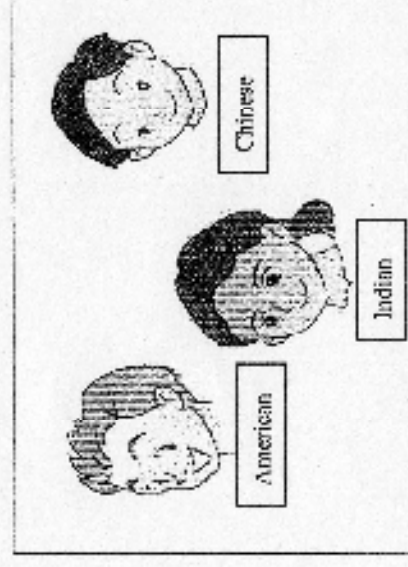
(3)



(4)



(5)



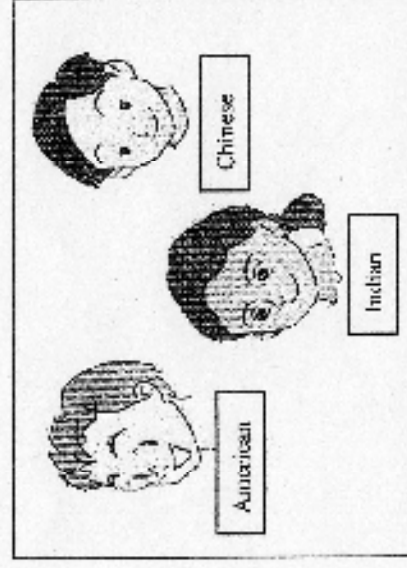
番号 ()

理由:

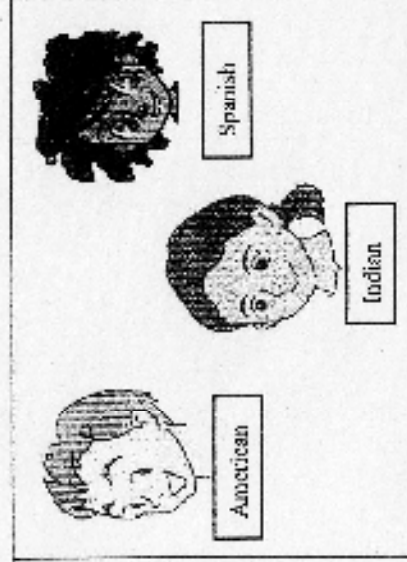
[]

問3 教科書中の会話の登場人物を違ふとしたら、一番好ましいと思う組み合わせは、次の(1)～(6)の内どれですか。括弧内にその番号を記入し、空欄に選択理由をご記入下さい。

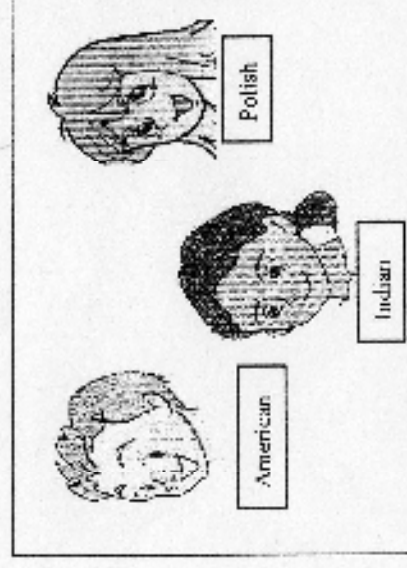
(1)



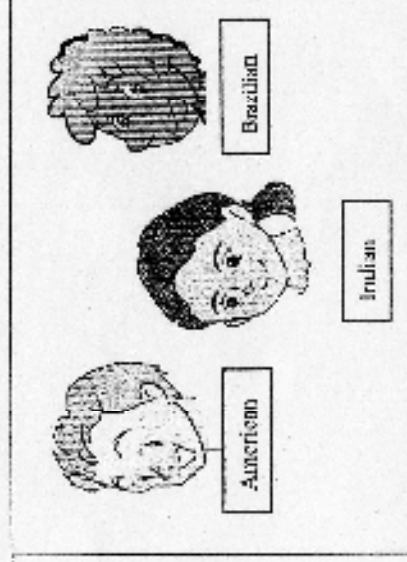
(2)



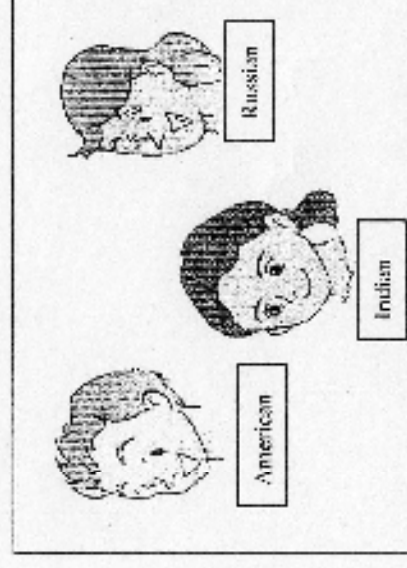
(3)



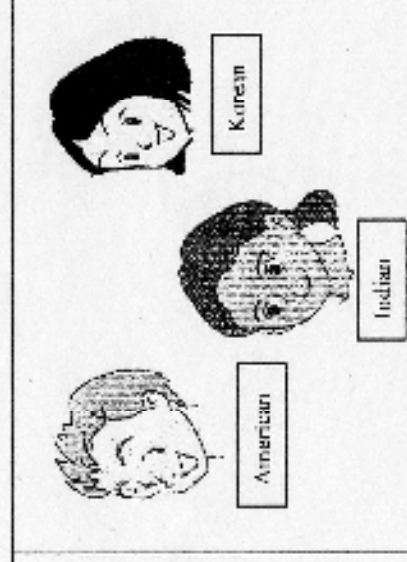
(4)



(5)



(6)







番号()

理由:

[]

問4 教科書中に、下記の4人の登場人物が(一緒に)会話をしている場面があるとします。その会話の中で、誰に一番多く話して欲しいですか。より多く話して欲しいと思う人物から順に、括弧内に1から4までの数字を記入し、空欄にその理由をご記入下さい。

(1=最も多く話して欲しい人物、4=最も少なく話して欲しい人物)

			
American	Japanese	Indian	Chinese
順位 ()	()	()	()



理由:

[]

問5 教科書中に、次の(1)～(5)の2人組が、(2人で)会話をしている場面があるとします。各2人組の会話の場面が、教科書中に含まれることは、どの位好きだと思いますか。各場面に対して、好きさの度合いを示す番号に○を付けて下さい。



(1=全く好きしくない、2=好ましくない、3=どちらともいいない、4=好ましい、5=とても好ましい)

(1)

	⇔	
American		Japanese



全く好きしくない 1 2 3 4 5 とても好ましい

(2)

	⇔	
Indian		Japanese

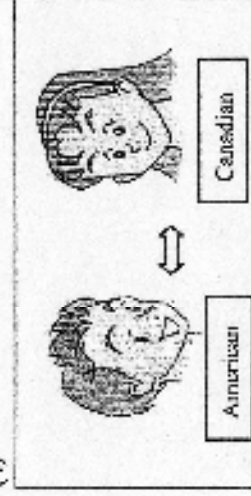
全く好きしくない 1 2 3 4 5 とても好ましい

(3)

	⇔	
Chinese		Japanese

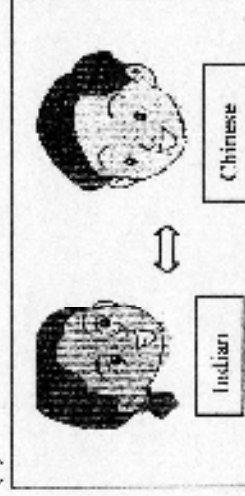
全く好きしくない 1 2 3 4 5 とても好ましい

(4)



全く好ましくない 1 2 3 4 5 とても好ましい

(5)



全く好ましくない 1 2 3 4 5 とても好ましい

問6 次の(1)～(4)の会話の場面が、教科書中に含まれることは、どの位好ましいと思いますか。各場面に対して、好ましさの度合いを示す番号に○を付けて下さい。

(1=全く好ましくない、2=好ましくない、3=どちらともいいない、4=好ましい、5=とても好ましい)

(1) 場面：健二はロンドンでホームステイをしています。彼はホストマザーに大英博物館への行き方を聞きます。

全く好ましくない 1 2 3 4 5 とても好ましい

(2) 場面：明子はモスクワでホームステイをしています。彼女はホストマザーにトレンチコフ美術館への行き方を聞きます。

全く好ましくない 1 2 3 4 5 とても好ましい

(3) 場面：陽子はニューデリーでホームステイをしています。彼女はホストマザーに国立博物館への行き方を聞きます。

全く好ましくない 1 2 3 4 5 とても好ましい

(4) 場面：直樹が韓国へ修学旅行に行った時に知り合いになったウンスクが、観光のために日本にやってきました。直樹はウンスクに大阪城への行き方を教えます。

全く好ましくない 1 2 3 4 5 とても好ましい

問1 各文章を読み、下記の質問にお答え下さい。

教科書中に下記の様な文章（1番から11番まで）が含まれることは、どの位望ましいと思いますか。各文章に対して、好ましさの度合いを示す番号に○を付けて下さい。また、各文章に関して何かご意見がございましたら、併せてご記入下さい。

（1＝全く望ましくない、2＝望ましくない、3＝どちらともいえない、4＝望ましい、5＝とても望ましい）

1.

"More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見：

2.

"As the English language grows in the world, it is creating new dialects called 'Englishes'. 'American English, British English, Indian English, and several other 'Englishes'."

"There are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見：

3.

"Often the grammar [of Singlish] is a little simpler, or just different [from standard English]. For instance, in a shop in Singapore you may hear the customer bargaining with the salesclerk. 'Cheaper, can or not?'"

"Every Singaporean speak. Me too. If not a dialect." (Examples of Singlish. *Emphases added.*)

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見：

4.

"English is already used as an international language ... [This gives] an unfair advantage to native speakers of English."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

5.

"Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

6.

"English spoken by native speakers is usually thought of as standard English."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

7.

"a user of Singlish is as correct as you are in the sense that he knows what he wants to say and is understood by his audience."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

8.

"standard English is the most practical to learn for international communication."

"It is important to speak and write standard English."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

9.

"when you have a chance to speak English with someone, don't worry if your English is not always 'correct' or 'perfect'."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

10.

"Some people think that having too many varieties of English will make international communication in English difficult."

"The Singaporean Government says that Singlish is no good, and their people must learn how to speak good English."

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

11.

"What kind of English is best for you?"

全く望ましくない 1 2 3 4 5 とても望ましい

ご意見:

[]

問2 教科書中により含まれて欲しいと思う国の話題は、次の(1)～(5)の内どれですか。含まれて欲しいと思う国から順に、括弧内に1から5までの数字を記入し、空欄にその理由をご記入下さい。

(1＝最も含まれて欲しい、5＝最も含まれて欲しくない)

国	順位
(1) US	()
(2) Singapore	()
(3) Korea	()
(4) Spain	()
(5) Japan	()

理由:

[]

問3 教科書中に一番含まれて欲しいと思う話題の組み合わせは、次の(1)～(4)の内どれですか。括弧内にその番号を記入し、空欄に選択理由をご記入下さい。

(1) - America at a Glance - Singaporean Teen Talk - The Bright Eyes of Cambodian Children - Sushi	(2) - India - Singaporean Teen Talk - The Bright Eyes of Cambodian Children - New Year's Day in Russia
(3) - Sushi - The Southern Gate of Japan - Teaching Japanese to Newcomers - A Model of the Atomic Bomb Dome	(4) - Real Life in Britain - Across the Australian Desert - My New Zealand Diary - America at a Glance

番号 ()

理由:

[]

問4 教科書中により含まれて欲しいと思う国の話題は、次の(1)～(5)の内どれですか。含まれて欲しいと思う国から順に、括弧内に1から5までの数字を記入し、空欄にその理由をご記入下さい。

(1＝最も含まれて欲しい、5＝最も含まれて欲しくない)

国	順位
(1) US	()
(2) Australia	()
(3) New Zealand	()
(4) Canada	()
(5) UK	()

理由:

[]

問5 教科書中により含まれて欲しいと思う国の話題は、次の(1)～(5)の内どれですか。含まれて欲しいと思う国から順に、括弧内に1から5までの数字を記入し、空欄にその理由をご記入下さい。
(1=最も含まれて欲しい、5=最も含まれて欲しくない)

国	順位
(1) Brazil	()
(2) China	()
(3) Russia	()
(4) Spain	()
(5) Poland	()

理由:

[]

パート3

問1 音声教材により含まれて欲しいと思う音声は、次の(1)～(5)の内どれですか。含まれて欲しいと思う音声から順に、括弧内に1から5までの数字を記入し、空欄にその理由をご記入下さい。
(1=最も含まれて欲しい、5=最も含まれて欲しくない)

音声	順位
(1) English in Japan	()
(2) English in Korea	()
(3) English in New Zealand	()
(4) English in the Philippines	()
(5) English in Italy	()

理由:

[]

Appendix 3.8: Map of the cities where the schools are located



Source: Geographical Survey Institute, Ministry of Land, Infrastructure and Transport

(<http://www.gsi.go.jp/>)

Appendix 4.1

Nationality of the Main Characters and the Number of Words Uttered by those Characters: Comparison between the Inner Circle, the

Coursebook	Inner circle			Expanding circle						Outer circle			Unknown		Total		
				Japan		EC Other than Japan		Total									
	Character	Nationality	Word	Character	Word	Character	Nationality	Word	Character	Word	Character	Nationality	Word	Character	Word	Character	Word
CO	5	US(3),CA,	439	8	401	4	BZ(4)	115	12	516	0	-	0	3	104	20	1059
NC	4	US(2),UK,	361	4	405	1	CH	57	5	462	1	ID	72	0	0	10	895
NH	5	CA(3),AU,	585	4	232	1	CH	0	5	232	0	-	0	1	31	11	848
OW	4	US(2),CA,	657	3	213	1	VT	68	4	281	0	-	0	0	0	8	938
SS	4	US(2),CA,Unknown	390	5	659	0	-	0	5	659	1	SG	62	1	15	11	1126
TE	3	US(2),NZ	396	2	352	0	-	0	2	352	0	-	0	1	27	6	775
Total	25		2828	26	2262	7		240	33	2502	2		134	6	177	66	5641

AU: Australia, BZ: Brazil, CA: Canada, CH: China, ID: India, NZ: New Zealand, SG: Singapore, VT: Vietnam

CO: *Columbus*, NC: *New Crown*, NH: *New Horizon*, OW: *One World*, SS: *Sunshine*, TE: *Total English*

Appendix 4.2

Nationality of the Main Characters and the Number of Words Uttered by those Characters: Comparison between the Inner Circle, the

Coursebook	Inner circle			Expanding circle					Outer circle			Unknown		Total			
				Japan		EC Other than Japan			Total								
	Character	Nationality	Word	Character	Word	Character	Nationality	Word	Character	Word	Character	Nationality	Word	Character	Word	Character	Word
Exceed	2	UK(1), US(1)	111	8	307	4	BZ(1), CH(1), KR(152	12	459	2	SA, ID	71	0	0	16	641
Crown	8	AU(1), US(1), UI	350	2	422	2	CH(1), CB(1)	87	4	509	0	-	0	0	0	12	859
Unicorn	14	US(1), NZ(1),	505	5	194	0	-	0	5	194	0	-	0	0	0	19	699
Polestar	4	Unknown(4)	294	4	299	0	-	0	4	299	0	-	0	0	0	8	593
Vista	3	CA(1), US(1),	314	5	283	0	-	0	5	283	0	-	0	0	0	8	597
Pro-vision	5	UK(2), US(1),	533	5	401	1	CH(1)	102	6	503	0	-	0	2	69	13	1105
Vivid	8	UK(1), Unknov	146	14	170	0	-	0	14	170	0	-	0	0	0	22	316
Power on	2	Unknown(2)	173	3	213	1	CH(1)	10	4	223	0	-	0	1	6	7	402
World Trek	6	US(1), Unknov	140	7	171	0	-	0	7	171	0	-	0	3	50	16	361
All Abroad	1	UK(1)	103	1	35	2	BZ(1), FR(1)	39	3	74	8	SG, GN	197	4	84	16	458
Total	53		2669	54	2495	10		390	64	2885	10		268	10	209	137	6031

Appendix 4.3

Location of Dialogues (Junior-high-school Coursebooks)

Coursebook	Japan	IC	Country	OC	EC Other than Japan	Country	Multi-Context		Fictional	Unknown/No context
<i>Columbus</i>	8	0	-	0	1	BZ(1)	3	JP-US:Chat; JP-BZ:Chat; JP-	0	0
<i>New Crown</i>	8	0	-	0	0	-	1	JP-UK:Letter	0	0
<i>New Horizon</i>	7	2	CA(2)	0	0	-	2	JP-CA:Chat(2)	0	0
<i>One World</i>	5	3	US(3)	0	0	-	1	JP-US:E-mail	0	0
<i>Sunshine</i>	6	3	US(3)	0	0	-	0	-	0	1
<i>Total English</i>	8	0	-	0	0	-	1	JP-NZ:Letter&TEL	0	0
Total	42	8		0	1		8		0	1

IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle, BZ: Brazil, CA: Canada, NZ: New Zealand

Location of Dialogues (Senior-high-school Coursebooks)

Coursebook	Japan	IC	Country	OC	Country	EC Other than Japan	Country	Multi-Context		Fictional	Unknown/No context
<i>Exceed</i>	4	2	UK(1),US(1)	1	ID(1)	1	RS(1)	0	-	0	0
<i>Crown</i>	2	2	AU(1),UK(1)	0	-	0	-	0	-	0	6
<i>Unicorn</i>	2	6	US(5),NZ(1)	0	-	0	-	0	-	0	3
<i>Polestar</i>	2	0	-	0	-	0	-	0	-	0	1
<i>Vista</i>	3	0	-	0	-	0	-	0	-	0	0
<i>Pro-vision</i>	20	0	-	0	-	0	-	0	-	0	0
<i>Vivid</i>	5	1	UK(1)	0	-	0	-	0	-	0	1
<i>Power on</i>	11	0	-	0	-	0	-	0	-	0	0
<i>World Trek</i>	8	1	US(1)	0	-	0	-	0	-	0	2
<i>All Abroad</i>	2	0	-	1	SG(1)	0	-	2	JP-UK, JP-SG, JP-BZ: e-mail; JP-IC, JP-GN, JP-SG, JP-FR JP-BZ: unknown	0	2
Total	59	12		2		1		2		0	15

IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

AU: Australia, BZ: Brazil, CA: Canada, FR: France, GN: Ghana, ID: India, NZ: New Zealand, RS: Russia, SG: Singapore

Appendix 4.4

Three Types of Same-country Uses (Junior-high-school Coursebooks)

Coursebook	IC	Country	OC	EC	Country
<i>Columbus</i>	1	US	0	1	Brazil
<i>New Crown</i>	0	-	0	0	-
<i>New Horizon</i>	1	AU	0	0	-
<i>One World</i>	3	US(3)	0	0	-
<i>Sunshine</i>	1	Unknown inner-circle country	0	1	Japan
<i>Total English</i>	0	-	0	0	-
Total	6		0	2	

IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

Three Types of Same-country Uses (Senior-high-school Coursebooks)

Coursebook	IC	Country	EC	Country
<i>Exceed</i>	0	-	0	-
<i>Crown</i>	0	-	0	-
<i>Unicorn</i>	3	Unknown(2),US(1)	0	-
<i>Polestar</i>	0	-	0	-
<i>Vista II</i>	0	-	0	-
<i>Pro-vision</i>	0	-	0	-
<i>Vivid</i>	0	-	1	Japan
<i>Power on</i>	0	-	0	-
<i>World Trek</i>	1	Unknown(1)	1	Japan
<i>All Abroad</i>	0	-	0	-
Total	4		2	

IC: Inner Circle, OC: Outer Circle, EC: Expanding Circle

Appendix 4.5

Three Types of Mixed-country Uses (Junior-high-school Coursebooks)

Coursebook	between NSs	Both NS and NNS	between NNSs
<i>Columbus</i>	0	11	2
<i>New Crown</i>	0	8	4
<i>New Horizon</i>	4	10	0
<i>One World</i>	0	6	2
<i>Sunshine</i>	1	6	1
<i>Total English</i>	0	9	0
Total	5	50	9

NS: Native Speaker, NNS: Non-native Speaker

Three Types of Mixed-country Uses (Senior-high-school Coursebooks)

Coursebook	between NSs	Both NS and NNS	between NNSs	Unknown
<i>Exceed</i>	0	2	6	0
<i>Crown</i>	0	8	2	0
<i>Unicorn</i>	0	7	0	0
<i>Polestar</i>	0	3	0	0
<i>Vista II</i>	0	3	0	0
<i>Pro-vision</i>	0	15	2	1
<i>Vivid</i>	0	8	0	0
<i>Power on</i>	0	11	0	0
<i>World Trek</i>	0	7	0	1
<i>All Abroad</i>	0	3	6	4
Total	0	67	16	6

NS: Native Speaker, NNS: Non-native Speaker

Appendix 4.6

Details of Mixed-country Uses between NS and NNS (Junior-high-school Coursebooks)

Coursebook	Both NS and NNS			
	NS and NNS from Japan	NS, NNS from Japan and NNS from countries other than Japan	NS and NNS from countries other than Japan	total
<i>Columbus</i>	10	0	1	11
<i>New Crown</i>	6	2	0	8
<i>New Horizon</i>	10	0	0	10
<i>One World</i>	6	0	0	6
<i>Sunshine</i>	6	0	0	6
<i>Total English</i>	9	0	0	9
Total	47	2	1	50

NS: Native Speaker, NNS: Non-native Speaker

Details of Mixed-country Uses between NS and NNS (Senior-high-school Coursebooks)

Coursebook	Both NS and NNS			
	NS and NNS from Japan	NS, NNS from Japan and NNS from countries other than Japan	NS and NNS from countries other than Japan	total
<i>Exceed</i>	2	0	0	2
<i>Crown</i>	8	0	0	8
<i>Unicorn</i>	7	0	0	7
<i>Polestar</i>	3	0	0	3
<i>Vista II</i>	3	0	0	3
<i>Pro-vision</i>	13	0	2	15
<i>Vivid</i>	8	0	0	8
<i>Power on</i>	10	1	0	11
<i>World Trek</i>	7	0	0	7
<i>All Abroad</i>	2	0	1	3
Total	63	1	3	67

NS: Native Speaker, NNS: Non-native Speaker

Appendix 4.7

Details of Mixed-country Uses between NNSs (Junior-high-school Coursebooks)

Coursebook	Exclusively between NNSs			
	NNSs from Japan and NNS from countries other than Japan		Exclusively between NNSs from countries other than Japan	total
<i>Columbus</i>	2	JP-BZ(2)	0	2
<i>New Crown</i>	4	JP-CH, JP-ID(3)	0	4
<i>New Horizon</i>	0	-	0	0
<i>One World</i>	2	JP-VT(2)	0	2
<i>Sunshine</i>	1	JP-SG(1)	0	1
<i>Total English</i>	0	-	0	0
Total	9		0	9

BZ: Brazil, CH: China, ID: India, SG: Singapore, VT: Vietnam

Details of Mixed-country Uses between NNSs (Senior-high-school Coursebooks)

Coursebook	Exclusively between NNSs			
	NNSs from Japan and NNS from countries other than Japan		Exclusively between NNSs from countries other than Japan	total
<i>Exceed</i>	6	JP-BZ, JP-CH, JP-SA, JP-RS, JP-KR, JP-ID	0	6
<i>Crown</i>	2	JP-CH, JP-CB	0	2
<i>Unicorn</i>	0	-	0	0
<i>Polestar</i>	0	-	0	0
<i>Vista II step</i>	0	-	0	0
<i>Pro-vision</i>	2	JP-CH(2)	0	2
<i>Vivid</i>	0	-	0	0
<i>Power on</i>	0	-	0	0
<i>World Treasures</i>	0	-	0	0
<i>All Abroad</i>	6	JP-BZ, JP-SG in Lesson 1; JP-BZ, JP-FR, JP-GN, JP-SG in Lesson 7	0	6
Total	16		0	16

BZ: Brazil, FR: France, GN: Ghana, ID: India, NZ: New Zealand, RS: Russia, SG: Singapore

Appendix 4.8: Contents Analysis for coursebook ELF traits 1.1 – 1.5

Crown English Series II		
Textbook		Lesson 6: ‘Singlish Bad; English Good’ (p87-91)
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	“Today, 350 million people speak English as their mother tongue, but more than a billion speak it as a second language” (p87)
	1.1.2 Contexts of uses	-
	1.1.3 Domains of uses	“the language of the Internet, of movies and music, of air planes and ships at sea; international business” (p88)
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	“there are millions of people around the world who claim English as their first language but who cannot understand each other – an English teacher in India...another in the Philippines and a third in Nigeria” (p90)
1.2 English varieties	1.2.1 Existence of different varieties	“As the English language grows in the world, it is creating new dialects called “Englishes””(p85)
	1.2.2 Names of varieties	“American English, British English, Indian English, and several other “Englishes”” (p85) “Singlish”(p85) “Taglish, a mixture of English and Tagalog...many more, particularly in India, Jamaica, and Nigeria, which all used to belong to Britain” (p86)
	1.2.3 Characteristics/forms of varieties	“simple and clear. Get to the point” (p88) “Got coffee or not? Got!” (p88)

	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	“I need Singlish to express a Singaporean feeling” (p89)) “it [English] is part of the identity of a new Asian middle class.” (p91)
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	“every dialect of the English language is equally valid” (p90)
	1.3.3 Ownership of English	“English now belongs to whoever uses it, not just to native speakers” (p90)
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	“Standard English is the common language of Singapore’s population of 4 million, one of the four official languages that also include Malay, Mandarin Chinese and Tamil”(p87-88)
	1.4.3 Mixed-country uses between NNSs	“Most English speakers in Asia today use the language to communicate not with native speakers but with other Asians.” (p91))
1.5 New model(s)	1.5.1 Departure from an EFL model	“Today, fewer and fewer people think of English in terms of either England or America,” (p91) (also 1.2.4)
	1.5.2 Pluralization of standards	“So a user of Singlish is as correct as you are in the sense that he knows what he wants to say and is understood by his audience.” (p90) (also 1.5.3)

	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	<p>“The Singaporean Government says that Singlish is no good, and their people must learn how to speak good English.” (p85)</p> <p>“Singapore’s leaders have begun the Speak Good English Movement to get rid of a dialect known as Singlish”(p85)</p> <p>“It is important to speak and write standard English...If the less educated half of our people end up learning to speak only Singlish, they will suffer economically and socially.” (p88)</p>
	1.5.5 Learner’s choice	-
1.6 Multicultural		Lesson 1: Looking at Things, East and West (p4-9)

2.

<i>Unicorn English Course II</i>		
Textbook		Lesson 10: ‘English as a World Language’ (p136-144)
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	“More than 400 million people in the world speak English as their native language. A much greater number of people speak English as a second language...there are now more students of English in China than there are people in the United States.” (p138)
	1.1.2 Contexts of uses	“English is also an official language in many countries where English wasn’t spoken originally, such as India and Jamaica.” (p142)

	1.1.3 Domains of uses	<p>“English has become the world language of business, science, education, and many other fields. For international air travel, over 90 percent of the nearly 200 countries in the world use English.”; “The Internet has also increased the use of English as a global language.” (p138)</p> <p>“In Japan...advertisers and songwriters often mix in a few English phrases.” (p141)</p>
	1.1.4 English as an international language	<p>“English has become the most useful communication tool for getting information from around the world. Because of this many more people will be learning English in the future.” (p138)</p>
	1.1.5 Sociolinguistic complexity of the English language	-
1.2 English varieties	1.2.1 Existence of different varieties	<p>“there are many kinds of English used in the world. For example: Indian students generally use the variety of English common in India, even when they travel abroad; an Italian businessman often speaks English with an Italian accent.” (p144)</p>
	1.2.2 Names of varieties	<p>“In Singapore a lot of people use “Singlish.” ... Singlish is a type of English mixed with their native languages, Chinese and Malay.” (p138)</p>
	1.2.3 Characteristics/forms of varieties	<p>“In these countries [India and Jamaica], people use a style of English which has been influenced by their native languages.” (p142)</p> <p>“Often the grammar [of Singlish] is a little simpler, or just different...in a shop...you may hear the customer bargaining with the salesclerk, “Cheaper, can or not?” (p142)</p>

	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	“They [young people in Singapore] say that Singlish is just a fun and dynamic type of English that they like to use among themselves. ” (p143)
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	Influence on native languages and cultures “Some countries in the world are not pleased that so many English words are becoming part of their native languages. They have tried to slow down the “invasion” of English words.” (p142)
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	-
	1.4.3 Mixed-country uses between/among NNSs	-
1.5 New model(s)	1.5.1 Departure from an EFL model	-

	1.5.2 Pluralization of standards	<p>“English spoken by native speakers is usually thought of as standard English. It seems that most Japanese people think standard English is the only “correct” English. However...there are many kinds [seems to be used in the sense of ‘models’?] of English used in the world” (p144)</p>
	1.5.3 International intelligibility as a goal	<p>“when you have a chance to speak English with someone, don’t worry if your English is not always “correct” or “perfect.” (p144)</p>
	1.5.4 Concerns/attitudes related to new models	<p>“It seems that some people in Singapore dislike Singlish. They think it is useless for international communication. But young people in Singapore say they are well aware of the differences between Singlish and standard English.” (p142-3)</p> <p>“It is said that, like the people in India and Jamaica, many Singaporeans are proud of their own variety of English” (p143)</p> <p>“Some people think that having too many varieties of English will make international communication in English difficult. However, the well-known linguist David Crystal is optimistic about this problem. He believes that even if many new kinds of English become common in the future, a new form of English, which he calls “World Standard Spoken English,” will develop. People will be using this new form of English at international meetings, and so on.” (p144)</p> <p>Concerns/attitudes related to standard models</p> <p>“English spoken by native speakers is usually thought of as standard English. It seems that most Japanese people think standard English is the only “correct” English. However...there are many kinds of English used in the world” (p144)</p>
	1.5.5 Learner’s choice	-
1.6 Multicultural		-

3.

Textbook		<i>VISTA English Series II, Step One</i>
		Lesson 4: India
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	“I speak Marathi, the local language, Hindi and English. At home, my family usually speaks Marathi. We also speak English, though not everyone speaks it well.” (P27)
	1.1.3 Domains of uses	-
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-
1.2 English varieties	1.2.1 Emergence/existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 characteristics/forms of varieties	-

	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	-
	1.4.3 Mixed-country uses between/among NNSs	-
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-

	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		-

4.

Textbook		<i>Polestar English Course II</i>
		Lesson 11: One Language or Many?
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	
	1.1.3 Domains of uses	-
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-

1.2 English varieties	1.2.1 Emergence/existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 characteristics/forms of varieties	-
	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	“English is already used as an international language, but the new language shouldn’t be English... That would give an unfair advantage to native speakers of English.” (p122)
	1.3.3 Ownership of English	-
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	-

	1.4.3 Mixed-country uses between/among NNSs	-
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-
	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		-

5.

Textbook		<i>Exceed English Series II</i>
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	-
	1.1.3 Domains of uses	-

	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-
1.2 English varieties	1.2.1 Emergence/existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 characteristics/forms of varieties	-
	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-

	1.4.2 Same-country English uses within a nation with many languages	-
	1.4.3 Mixed-country uses between/among NNSs	-
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-
	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		Lesson 3: 'E-mails between Japan and Korea' (p27-38)

6.

Textbook		<i>Vista English Series Step 1 and 2</i>
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	-

	1.1.3 Domains of uses	-
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-
1.2 English varieties	1.2.1 Emergence/existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 characteristics/forms of varieties	-
	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3 Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-

1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	
	1.4.3 Mixed-country uses between/among NNSs	
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-
	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		<p>Take a Break! 2: 'World Festivals 1' (p51) Festivals in Spain, Belgium, Peru, Tahiti, Canada, USA</p> <p>Take a Break! 2: 'World Festivals 2' (p35) Festivals in Korea, Thailand, Russia, Switzerland, Brazil, India</p>

7.

Textbook		Power On
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	-
	1.1.3 Domains of uses	-
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-
1.2 English varieties	1.2.1 Emergence/existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 characteristics/forms of varieties	-

	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	-
	1.4.3 Mixed-country uses between/among NNSs	-
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-

	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		Lesson 9: Happy New Year!: New year in Brazil, Russia, Thailand and Indonesia Your Navigator (p128): New Year in Australia, Iran, China, Bulgaria, Vietnam and the US

8.

Textbook		World Trek
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	-
	1.1.3 Domains of uses	-
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-

1.2 English varieties	1.2.1 Emergence/existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 characteristics/forms of varieties	-
	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	

	1.4.3 Mixed-country uses between/among NNSs	
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-
	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		Lesson 7: Walls (Japan and China) Lesson 6: Can we Understand Each Other?

9.

Textbook		<i>Pro-vision</i>
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	-
	1.1.3 Domains of uses	-

	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-
1.2 English varieties	1.2.1 Emergence/existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 characteristics/forms of varieties	-
	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-

1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	
	1.4.3 Mixed-country uses between/among NNSs	
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-
	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		-

10.

Textbook		<i>All Abroad</i>
Topics		
1.1 Current/future situation of English	1.1.1 Number of speakers	-
	1.1.2 Contexts of uses	-
	1.1.3 Domains of uses	-
	1.1.4 English as an international language	-
	1.1.5 Sociolinguistic complexity of the English language	-
1.2 English varieties	1.2.1 Existence of different varieties	-
	1.2.2 Names of varieties	-
	1.2.3 Characteristics/forms of varieties	-

	1.2.4 Function of locally legitimated English; creativity in locally legitimated English; identity expressed by using locally legitimated English	-
1.3Linguistic imperialism and critical awareness	1.3.1 English domination	-
	1.3.2 (In)equality in communication	-
	1.3.3 Ownership of English	-
1.4 ELF contexts and uses	1.4.1 Departure from EFL	-
	1.4.2 Same-country English uses within a nation with many languages	
	1.4.3 Mixed-country uses between/among NNSs	
1.5 New model(s)	1.5.1 Departure from an EFL model	-
	1.5.2 Pluralization of standards	-

	1.5.3 International intelligibility as a goal	-
	1.5.4 Concerns/attitudes related to new models	-
	1.5.5 Learner's choice	-
1.6 Multicultural		Dishes Around the World (inside front cover): Italy, Greece, Mali, France, Kenya, South Korea & North Korea, Thailand, Russia, China, Morocco, Brazil

Appendix 4.9: Junior-high-school and senior-high-school audio materials

NS variety/varieties of English in junior-high-school audio materials

Audio materials	Q1: Different IC varieties?	IC varieties					Q2: Does the accent match?	Q3: Description of audio materials?
		American English	Australian	British	Canadian	New Zealand	Irish	
<i>Columbus</i> (Mitsumura)	No	Yes	-	-	-	-	No	-
<i>New Crown</i> (Sansendo)	Yes	Yes	-	Yes (Lesson 9)	-	-	No (No Australian English in Lesson 1, Lesson 2 and Lesson 4)	“標準的米音で[...]録音” “Recorded in [...] Standard American English”
<i>One World</i> (Kyoiku)	No	Yes	-	-	-	-	-	-

Audio materials	Q1: Different IC varieties?	IC varieties						Q2: Does the accent match?	Q3: Description of audio materials?
		American English	Australian	British	Canadian	New Zealand	Irish		
Sunshine (Kairyudo)	No	Yes	-	-	-	-	-	No	“ネイティブスピーカーの発音・早さで練習 (on the package of the CDs) 録音は、現地アメリカのスタジオで実施しています。また、現地劇団員の子どもたちによる、臨場感あふれる会話で構成しています。” (online description of the CDs found at http://shop.tokyo-shoseki.co.jp/shopap/special/horizon/10000564.htm) “The recordings were done in a local studio in the US. Furthermore, the CD consists of authentic conversations recorded by local children who are actors.” (translated by author)

Audio materials	Q1: Different IC varieties?	IC varieties						Q2: Does the accent match?	Q3: Description of audio materials?
		American English	Australian	British	Canadian	New Zealand	Irish		
<i>New Horizon</i> (Tokyo Shoseki)	No	Yes	-	-	-	-	-	No	-アメリカのスタジオで録音された臨場感あふれる会話で教科書内容を完全フォロー！ (on the package of the CDs) -A photograph of four apparently Caucasian children (on the package of the CDs)
<i>Total English</i> (Gakko Toshō)	No	-	-	-	-	-	-	No	-

NNS variety/varieties of English in junior-high-school audio materials

	Q1: Different varieties of English?	Q2: Does the accent match?	Q3: Description?
<i>Columbus</i> (Mitsumura)	No	No	No
<i>New Crown</i> (Sanseido)	No	No	No
<i>One World</i> (Kyoiku)	No	No	No
<i>Sunshine</i> (Kairyudo)	No	No	No
<i>New Horizon</i> (Tokyo Shoseki)	No	No	No
<i>Total English</i> (Gakko Tosho)	No	No	No

NS variety/varieties of English in senior-high-school audio materials

Audio materials	Q1: Differed NS varieties?	American English	Australian English	British English	Canadian English	New Zealand English	Ireland English	Q2: Does the accent match?	Q3: Description of audio materials?
<i>Unicorn</i> (Buneidoo)	No	Yes	-	-	-	-	-	-	-
<i>Polestar</i> (Tokyo Shoteki)	No	Yes	-	-	-	-	-	-	-
<i>Provision</i> (Kirihara Shoten)	No	Yes	-	-	-	-	-	-	-

Audio materials	Q1: Differed NS varieties?	American English	Australian English	British English	Canadian English	New Zealand English	Ireland English	Q2: Does the accent match?	Q3: Description of audio materials?
<i>All Aboard</i> (Tokyo Shoseki)	No	Yes	-	-	-	-	-	-	“All Aboard English IIはアメリカ力現地録音をしました。” “All Aboard English II was recorded locally in the US.” (translated by author, emphasis added)
<i>World Trek</i> (Kirihara shoten)	No	Yes	-	-	-	-	-	-	-

NNS variety/varieties of English in senior-high-school audio material

Audio materials	Q1: Different NNS varieties of English?	Q2: Does the accent match?	Q3: Description?
<i>Unicorn</i> (Buneidoo)	No	No	No
<i>Polestar</i> (Tokyo Shoteki)	No	No	No
<i>Provision</i> (Kirihara Shoten)	No	No	No
<i>All Aboard</i> (Tokyo Shoseki)	No	No	No
<i>World Trek</i> (Kirihara hoten)	No	No	No

Appendix 4.10: University coursebooks analysed

	Title	Publisher	Year of publication
1	<i>Global Encounters</i>	Kirihara	2009
2	Creative Reading	Kirihara	2009
3	<i>Beyond Boundaries</i>	Kirihara	2008
4	<i>Can-Do-English</i>	Kirihara	2008
5	<i>Japanese Athletes Online</i>	Hokuseido	2008
6	Thematic Reading 3	Hokuseido	2008
7	Save the Earth	Kenkyusha	2008
8	<i>J-Life, J-Culture: Japan Watch</i>	Kenkyusha	2008
9	<i>Study Abroad!</i>	Sanshusha	2009
10	<i>English for the Digital World</i>	Sanshusha	2009
11	Cross Streams	Sanshusha	2009
12	<i>The 9.11 Commission Report Selections</i>	Sanshusha	2009
13	<i>The 9.11 Commission Report Digest</i>	Sanshusha	2008
14	Life in Our Global Village	Sanshusha	2009
15	<i>The Human Touch</i>	Asahi Press	2009
16	<i>Step up to Better English</i>	Asahi Press	2009
17	World in Motion, Life in the 21st Century	Kinseido	2009
18	Good Job! Basic Skills for Better English	Kinseido	2009
19	<i>Activate Your English, Pre-intermediate Coursebook</i>	Kinseido & Cambridge	2009
20	Listening Partner An Intermediate Course	Kinseido	2009
21	<i>Internet English</i>	Yumi Press	2009
22	New 20 Listening Key Points	Yumi Press	2009

	Title	Publisher	Year of publication
23	<i>For Better English Reading</i>	Ikubundo	2008
24	<i>What Are Your Travel Plans?</i>	Shohakusha	2008
25	<i>Fly to the US, Listening to English for Practical Use</i>	Shohakusha	2008
26	<i>Reading Expert 1</i>	Seibido	2009
27	<i>Forerunner to Power-Up English</i>	Nan 'un-do	2009
28	<i>English Outlook A Content-based Approach to English Learning</i>	Nan 'un-do	2009
29	<i>Reading Pass 1</i>	Nan 'un-do	2009
30	<i>Good Time, English Daily Life in Easy English</i>	Nan 'un-do	2009
31	<i>Great Britain in the 21st Century</i>	Nan 'un-do	2009
32	<i>Eye on America and Japan</i>	Nan 'un-do	2009
33	<i>English Learning with Athletes</i>	Kaibunsha	2008
34	<i>Outsiders Looking In</i>	Kaibunsha	2009
35	<i>Roman Holiday</i>	Kaibunsha	2009
36	<i>Topical Britain</i>	Eihoosha	2009
37	<i>Watching the English</i>	Eihoosha	2009
38	<i>American Students Write about College Life, Toward Responsive Reading</i>	Eihoosha	2009
39	<i>American Daily Life</i>	Eiko-sha	2008
40	<i>American Culture and Society</i>	Eiko-sha	2008
41	<i>American Reality</i>	Eiko-sha	2008
42	<i>Topics in Contemporary World</i>	Tsurumi shobo	2008
43	<i>World Today, Reading VOA Science Topics</i>	Tsurumi shobo	2009
44	<i>Reading the World through The Times and The Guardian</i>	Tsurumi shobo	2009

Appendix 4.11: University coursebooks: topics about Japan

Name	Publisher	Characteristics (descriptions in the preface)
<i>J-Life, J-Culture: Japan Watch</i>	Kenkyusha	<p>“日本関連のニュース記事を集めて...いくらかでも文脈になじみがある話題なら...いつもより読むスピードが上がるのではないかと期待している。どういう言い方をすれば、日本のどんなことが言えるのか、お手本として観察するのもよいだろう。(iii, PREFACE、まえがき)”</p> <p>“Gathering articles on newspaper regarding Japan...the author is hoping that the speed of reading becomes faster if the context is somehow familiar to learners. It would be also good to observe [the texts] as a model in order to learn what we can talk about Japan and how we can do it. (iii, PREFACE)” (translated by author)</p>
<i>Japanese Online</i>	Hokuseido	<p>“日本人[選手]の活躍をアメリカのスポーツ専門局ESPNのウェブサイトがどのように報じているかを読解のテキストとして取り上げ・・・</p> <p>スポーツ (しかも日本選手の活躍) という馴染みのある題材を用いることで・・・学生の皆さんの一助になりました (はじめに)”</p> <p>“By spotlighting how the website of ESPN (American broadcast specialised in sports) report how well Japanese athletes doing for the reading text...</p> <p>By using topics on sports (furthermore Japanese athletes)...we wish we could be a help for you students (preface)” (translated by author)</p>
<i>English Learning with Athletes</i>	Kaibunsha	<p>“いろいろなスポーツ種目で世界的に現在活躍しているアスリートを紹介するショートストーリーを読み・・・</p> <p>著名なアスリート [14人中1人以外は全て日本人] をコンパクトに紹介した内容なので学生は共感を持って学習できるでしょう。(まえがきiiiより)”</p> <p>“by reading short stories which introduce athletes who are internationally active in the various field of sports...since it has the content which introduces noticeable athletes [all the athletes except one out of the fourteen are Japanese] in brief texts so that students can learn [English] by sympathising with the athletes (from the preface iii)” (translated by author)</p>

Appendix 4.12: University audio materials

	Title	NS variety?	NNS variety?	Publisher	Year	Others
1	<i>Global Encounters</i>	Yes. US UK Canada	Yes. South Africa France, Argentina, Finland	Kirihara	2009	DVD
2	<i>Activate Your English Pre-intermediate Coursebook</i>	Yes	Yes. (Lesson 1: Malaysian? and German?; Lesson 2: Thai; Review 2: Japanese?; Lesson 11: Chilli?, Lesson 13; Japanese?; Lesson 14 and 15: Greeks?; Lesson 19: Bulgarian?)	Kinseido & Cambridge	2009	CD
3	<i>Listening Partner An Intermediate Course</i>	Yes US, UK, Australia	No.	Kinseido	2009	2 CDs
4	<i>Creative Reading</i>	Yes	No.	Kirihara	2009	CD
5	<i>Beyond Boundaries</i>	Yes	No	Kirihara	2008	CD

	Title	NS variety?	NNS variety?	Publisher	Year	Others
6	<i>Can-Do-English</i>	Yes	No	Kirihara	2008	CD
7	<i>Life in Our Global Village</i>	Yes	No	Sanshusha	2009	Sample recording for Unit 1 was available.
8	<i>Study Abroad!</i>	Yes	No.	Sanshusha	2009	Sample recording for Unit 6 was available.
9	<i>English for the Digital World</i>	Description of the CD on the textbook: “本書には native speaker 吹き込みによる CD がございます。” “This textbook is substituted by a CD recorded by a native speaker of English.”(translated by author)	No	Sanshusha	2009	Sample recording for Unit 1 was available on line.
10	<i>Cross Streams</i>	Yes	No.	Sanshusha	2009 (sample)	Sample recording for Unit 1 was available.
11	<i>The 9.11 Commission Report Selections</i>	Yes	No	Sanshusha	2009 (sample)	Sample recording was available on line.

	Title	NS variety?	NNS variety?	Publisher	Year	Others
12	<i>The 9.11 Commission Report Digest</i>	Description of the CD on the textbook: “本書には native speaker 吹き込みによる CD がございします。” “This textbook is substituted by a CD recorded by a native speaker of English.”	No	Sanshusha	2008	CD was not available.
13	<i>The Human Touch</i>	-	-	Asahi Press	2009	CD was not available.
14	<i>Good Job! Basic Skills for Better English</i>	Yes.	No.	Kinseido	2009	CD
15	<i>New 20 Listening Key Points</i>	Yes.	No	Yumi Press	2009	CD
16	<i>For Better English Reading</i>	Yes.	No.	Ikubundo	2008	CD
17	<i>What Are Your Travel Plans?</i>	Yes.	No	Shohakusha	2008	CD
18	<i>Fly to the US, Listening to English for Practical Use,</i>	Yes.	No.	Shohakusha	2008	CD
19	<i>Forerunner to Power-Up English</i>	Yes.	No.	Nan'un-do	2009	CD
20	<i>Reading Pass 1</i>	Yes.	No	Nan'un-do	2009	CD

	Title	NS variety?	NNS variety?	Publisher	Year	Others
21	<i>Good Times English Daily Life in Easy English</i>	(Read by Michael Rhys and Rachel Smith)	No	Nan'un-do	2009	CD
22	<i>Eye on America and Japan</i>	(Read by Ryan Drees)	No	Nan'un-do	2009	CD
23	<i>Roman Holiday</i>	Yes.	No	Kaibunsha	2009	DVD
24	<i>Topics in Contemporary World</i>	-	No	Tsurumi shobo	2008	CD
25	<i>World Today, Reading VOA Science Topics</i>	-	No	Tsurumi shobo	2009	CD
26	<i>Reading the World through The Times and The Guardian</i>	-	No	Tsurumi shobo	2009	CD

Appendix 5.1: Summary of written comments on Q1, Part 1

Reasons for choosing (4) 1 JP, 1 NS and 1 NNS

(Translated in English)

-I thought the content [of the textbook] would be interesting because the values of the three people were so different from each other.

-I think it [the textbook] will become even more interesting, however, if it starts featuring different ways of thinking in different cultures.

-I think it is more interesting if the textbook includes the thoughts of both mother-tongue speakers and those of non-mother-tongue speakers.

-I thought it was necessary to include opinions from different perspectives.

-[This is] so as to consider opinions from each one of them.

-Because there are various perspectives.

-Because we can listen to each opinion.

-Because I think we can compare cultures and learn more their customs if the textbook features people from various countries.

We can get three benefits in one because we can learn various ways of thinking and speaking.

- I think that the story will be written [literally ‘proceeded’ in Japanese] from the perspectives of the three different people: a mother-tongue speaker, a non-mother-tongue speaker and a Japanese speaker. We can learn the differences between them if we listen to their pronunciation. [This is so in the original.]

-Because I thought that we could get diverse information without limiting ourselves to a single perspective. That is to say: by having a non-native speaker, a Japanese speaker and a native speaker.

-Because there are various perspectives and viewpoints.

-We can think about the English language from the perspective of a Japanese person, from every perspective, and from the perspectives of a native speaker and a non-native speaker.

-I think it is more suitable for the internationalised world if every character comes from a different country: it is better to have a number of viewpoints.

-I think it is necessary to have contrasting opinions [literally a ‘conflict of opinion’ in Japanese] (e.g. differences in historical and cultural views). I think the universal standard ≠ [does not equally mean] native speakers’.

- I think there would be differences in thinking between different countries. We can kill two birds with one stone if we can learn about differences in opinions [at the same time as we learn the English language].
- Because they [the characters featured] can have a conversation reflecting their cultural differences.
- Because there seem to be various ways of thinking.
- It was similar to the one [I used] in junior-high school.
- When I was in junior-high school, Chinese, Japanese and American characters were featured. It was easy to follow the text, and the text was interesting because a number of cultures were included.
- I think this approach had a good balance [of nationality of characters].
- Because various cultures are mixed [literally ‘crossing’ in Japanese].
- Because I think it is better if it [the textbook] features people who have various ideas regarding English.
- This is how my junior-high school textbook combined nationalities – and I got used to it and appreciated the variety.
- I think it can be balanced. The textbook [I used] in junior-high was like that.
- We can learn differences in ways of thinking according to the place of birth and cultural differences and so on because everyone’s place of birth is different.
- Because we can include various ways of thinking about one story.
- Because I think we can depart from our preconceived idea that people who speak English are automatically native speakers of English.
- It seems that we can understand differences in thinking about the English language by using the textbook to consider foreign people whose mother tongue is not English (other than Japanese and Japanese people).

Appendix 5.2: Summary of students' written comments on Q5, Part 1, preferred speaker,

Question 5, Reasons related to phonological aspects

(Translated in English)

Nativeness

- Because I want to hear the pronunciation of mother tongue speakers.
- I want to hear the pronunciation of NSs.
- I want to hear the English spoken by NSs.
- Because I want to hear the pronunciation of NSs.
- I want to hear 'native-like' English.

Authenticity, Frequency

- Because I want to hear 'native-like' English a lot.
- Because I want to hear the pronunciation of NSs a lot.
- Because I think it is better to listen to NSs' talking most among the all.
- Because it is better to listen quite frequently to native speakers of English.
- Because I want to hear it [English spoken by native speakers] a lot.

Authenticity

- Because I want to hear local (authentic) pronunciation [as spoken in English-speaking countries].
- I want to hear local (authentic) pronunciation [as spoken in English-speaking countries].
- Because I want to hear local (authentic) English [as spoken in English-speaking countries] a lot.
- I prefer genuine (authentic) pronunciation.
- I want to hear local (authentic) English a lot.
- Because I want to hear living English.
- Because I want to hear real English.
- Because I can hear real English.

Correctness (+Standardness)

- Because I can listen to correct English.
- Because I think the pronunciation and accent [of a NS] is correct.
- Because I feel the pronunciation (of a NS) is the most correct.

- Because I want to listen to English correctly (properly).
- Because it is Standard English and easy to listen to.
- Because they speak with correct pronunciation.
- Because I think their [NSs'] pronunciation of words and so on is well-grounded.
- Because the pronunciation of English [of a NS] seems good.
- The pronunciation of English [of a NS] seems good.
- Because their pronunciation is proper.
- I want to hear well-grounded English.
- I can learn how to pronounce [words in the language].
- I can learn pronunciation and so on.

Skilfulness

- The pronunciation [of a NS] is supposed to be good.
- NSs are better at pronunciation (than other speakers).
- NSs seem to be better at pronunciation than anyone else.

Regarding English speaker

- Mother-tongue/Native speaker
- (Because English is their) mother tongue. (4)
- (Because they speak English as a mother tongue)
- (Because they are) mother-tongue speakers of English (8)
- Because English is their mother tongue.
- They have English as their mother tongue.
- They have English as their mother tongue.
- English is their mother tongue.
- Above all the reason [English is] their mother tongue.
- I want them to speak a lot because English is their mother tongue.
- I thought I wanted to hear various things regarding their mother tongue (from mother-tongue speakers).
- I want mother-tongue speakers to speak.
- I think it is good to learn English spoken by mother-tongue speakers.
- I feel (for no specific reason) it is good that mother-tongue speakers speak English a lot.
- I want them speak in their mother tongue/national language.
- I want them to speak a lot because they are speaking their mother tongue.
- Because it is the language of their country.
- Because they have been speaking English since they were born.

- (Because they are) native speakers.
- Because they are native speakers. (5)
- Because they are native speakers. And because English is their mother tongue.
- Because they are native speakers. (3)
- After all native speakers are better.
- They should speak almost as well as a native speaker.
- I thought it was better that native speakers spoke the most.
- I think there may be some points that I will not be able to understand, but I want them to speak the most.

Skillfulness

- I think they are the most skilful.
- I think mother-tongue speakers would be the most skilful.
- Because they would be skilful/good at it.
- They seem to be the most skilful.
- They can speak English better than others.
- Skilful/Good at English.
- I think English spoken by mother-tongue speaker is the most natural and skilful.
- Because they are the most skilful/best at English.
- I have an image that they are good at English.
- I think they are the most skilful/best at English.
- Because they are skilful/good at English.
- They seem to be the most skilful/best at English. I want foreign people (rather than Japanese people) speak more often in English and I want to know a lot about how they think and about their culture.
- Because it is an English textbook, so I thought the one who is the most skilful is better, and chose (2).
- They seem to be the most skilful/best at English expressions.
- I think they are the most skilful/best at English.
- Because they are good at English. (16)

- Because they are the people who speak English the best.
- I think it is better to feature the English speakers most frequently.
- Because they are the people who can speak English.
- After all they can speak English best.
- I think they are the people who can speak English best.

- Because it is an English textbook. People who speak English well are better.
- Because they seem to be able to speak English perfectly.
- Because they can speak English a lot.
- Because the three people have a conversation in English and the speaker can speak the best English of the three.
- Because the speaker can speak English well.
- The speaker seems to be able to use various expressions in English
- Because the speaker can talk about a range of topics – easy to difficult.
- Because their pronunciation should be good.
- Because they are better at pronunciation.

Authenticity

- Because that is the place where English is spoken.
- Because it is genuine (authentic).
- Because that is authentic English [spoken in an English-speaking country].
- It is better to be exposed to genuine (authentic) English a lot.
- Because that is the place where English initially came from.
- I want authentic English [spoken in an English-speaking country] to be spoken more.
- Their English seems authentic.
- Because native speakers speak authentic English for us.
- Because I want people who come from English-speaking countries to speak English more often.
- Because I think [their English sounds] authentic.
- I feel that I can understand authentic English.
- I want to learn native-speaking English.
- In order to include native-speaking English in a textbook.
- Because they seem to speak in an original language from the ancient time.
- Because I want to be exposed to living English.

Regarding culture

- Because I can learn about the countries in which English is spoken.
- Because I can learn about the culture of those countries.
- Because I want them to talk more, such as when talking about cultures in English-speaking countries.
- In order to grasp the characteristics of the person's native country.
- Because I want to learn about the cultures of native speakers and so on.

- Because I want to hear authentic voices from [English-speaking] countries.
- Because I think it is better to be exposed to the cultures of English.
- Because I want them to talk more about America and foreign countries.
- Because they know various things about foreign countries.
- Because I want them to tell me many things about foreign countries.
- I want to listen to foreign people as they talk.
- Because I want to listen to foreign people speak.
- I want to know about foreign countries.
- It seems that I can learn a great deal about countries other than Japan and learn many new things [about outside cultures].

Knowledge

- I think they have more knowledge about various things than anyone else.
- I think they know more about the English language than anyone else.
- I think they know a lot.
- Because they probably know more than anyone else regarding the English language.
- They are professionals.
- Because they seem to know about the English language better than anyone else.
- Because I study English, I want people who know more about it to speak.
- Because they know various phrases and so on.
- Because people who are native speakers seem to know various things.
- I thought it was better to include the scene in which [character numbered] 2 was conversing more than the others because he/she knows the language better anyone else
- and because this is a study of the English language.
- Because we can learn various things about the language from English-speaking people.
- Because I want to know English sentences that I can use in a daily conversation.
- Because I want to know what kinds of conversational expressions exist.
- Because they are the people who are speaking English.
- Because they are the people who speak English.
- Because they speak English.
- Because I want people who speak English to talk more than anyone else.
- Because they speak English more than anyone else.
- Because I think a person who speaks English is better because I am studying the English language.
- Because they are the people who use English most often.
- Because I prefer people who get used to it [the English language] the most.

-Because I think they get used to English the most.

Correctness

- Because I think their pronunciation and accent is correct.
- Because they speak correct English. (Because it is their mother language.)
- Because it would be correct English.
- I feel it is correct.
- I feel I can learn proper English.
- Because I can remember [learn] proper English.
- I feel it is a learning model.
- Because Person (2) can speak English he/she is a good model for learning.
- Because it is the standard.

Easy to understand

- Because I think it might be easier for us to understand English if native speakers speak it more than anyone else, primarily because they are the mother-tongue-speakers.
- Easy to understand.
- Because it seems to be easier to understand.

Want to listen to

- Because I want to listen to native speakers as they talk.
- Because I want to know how native speakers speak.
- I chose a native speaker because I want her/him to talk about foreign countries in response to a Japanese person.
- I want to listen to the words of native speakers.
- Because I want [a native speaker] to explain about various countries. I feel that person is a teacher.
- Because they will teach us a lot about English.
- I want them to teach [me] a lot of things about English.
- I want them to properly correct mistakes made by the Japanese people.
- I feel that he/she is the main character because his/her mother tongue is English.
- Because I think it is better to put people who speak English in the centre [of the conversation].
- Because I think it is better to treat native-speaking English as the main [objective].
- Because I want the story to go on with a native speaker playing a main role.
- Because I want him/her to run the conversation.

- Because I think it is good to have a structure in which other-tongue-speakers teach English.
- I want them to speak more than anyone else because they are on the side of teaching English.
- Because I have the image that [characters] (1) and (2) are speaking.
- Because I want the native speaker's conversation to be prioritised.
- Because it plays a main-character-like-role.
- I thought that it would be the most important.
- Because they are the people who are regarded as the base [for English learning].
- They are the main-role-characters when we learn English.
- Because I want them to speak a lot.
- I feel that people who speak it as a native language seem to be the ones [who are expected to speak most].
- Because it is his/her mother tongue and it is more natural if this person leads the conversation.
- Mother tongue speakers are more natural [speakers].
- Because it will provide us with the [proper] mood [for the conversation].
- It is easier if the issues are discussed from the perspective of people who use English on daily basis.
- Because I thought it was easier in order to make [the characters] talk about more English-language-like ways of thinking.
- Because I want them to speak from a perspective that is different from the Japanese perspective.
- I want to listen to their opinions.

Regarding English language

- Because it is English. (7)
- Because after all it is the English language.
- It is a story about the English language.
- Study of English.
- Because it is the study of English. (4)
- In order to study English.
- I thought that it was necessary to be exposed to the English language because we are studying it.
- Because we are studying the English language.

- I thought it would be helpful for people who have English as their mother tongue to speak the most often: because it is a study of English language the language.
- It is better to have a lot of native speakers because it is a study of English language.
- I want native speakers to speak most because it is the study of English language.
- Why do mother-tongue English speakers not speak, even though it is the study of English language?
- There is no point in having any other people speaking, primarily because we are studying English language.
- I thought that Person (2) would be good because it is the study of English language.
- Because we can learn English language.
- Because it is used for learning English.
- Because we are learning the English language.
- Because I think it is better to have native speakers in order to learn the English language.
- Because what we want to learn is English language.
- Because what we should learn is English language.
- Because what we learn is English language.
- Because I want to learn English language itself.
- I want to know about English language.
- I want to understand English language more fully.
- I want to know more about English language.
- I think the English language is the target.
- I think it [the textbook] has English language as the main issue.
- Because it makes me feel that I am studying English.
- Because it creates such an atmosphere that we are studying English.
- Because it makes me feel that I am indeed learning English language.

Regarding a textbook

- [It is] an English textbook.
- Because it is an English textbook.
- Because it is an English textbook.
- Because it is an English textbook.
- I want them to speak a lot because it is an English textbook.
- It is better that a mother-tongue speaker speaks because it is an English textbook.
- I thought it would be better than (1) because it is an English textbook.
- It is better that native speakers speak a lot because it is a textbook.

- I think a mother-tongue speaker is better because (after all) it is an English textbook.
- I think mother-tongue speakers speak most often because it is an English textbook.
- It is good to have mother-tongue speakers because it is an English textbook.
- I still want native speakers to speak English because it is an English textbook.
- It is better to have more mother-tongue speakers when it comes to characters featured in a textbook.
- Because it is a textbook of a foreign language.
- It is the most important feature in a textbook.
- We can learn a lot [from it].
- Because we can learn a lot [from it].
- Because it seems that we can learn a lot [from it].
- Because I think we could learn more [if it like that].
- Because we can learn a lot about English [from it].
- We can learn more if we choose it.
- It seems that we can learn more if we choose it.
- We can learn a lot.
- Because it seems we can learn a lot.
- Because it seems that we can learn the most from conversations held by native speakers.
- Because it is good for our study if they speak their own mother tongue.
- Because it seems to bring about a better effect (be the most helpful) for students who are learning English.

- Because it can be a good reference for English conversation.
- We can learn more if we see a lot of English sentences in a textbook.
- English words and sentences get longer and that is good for our study.
- I want native speakers to speak because it helps us to learn English language.

Others

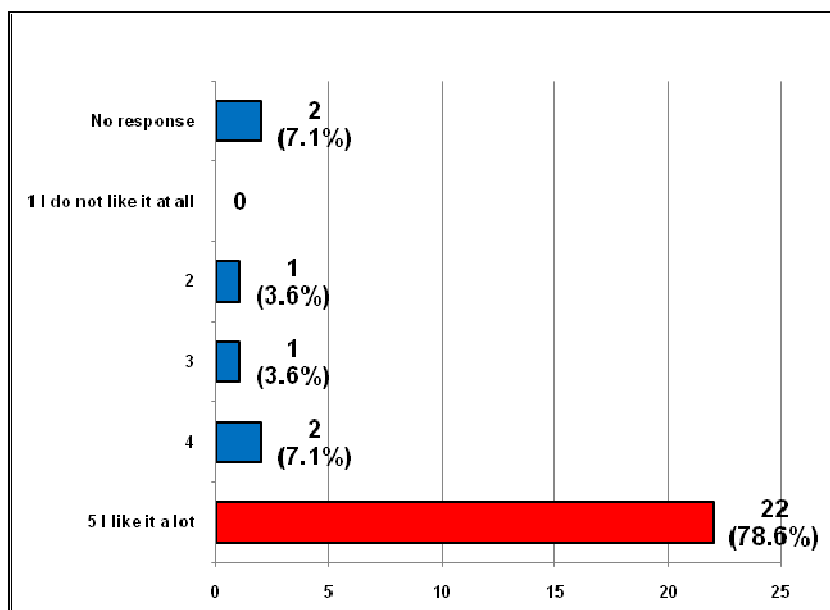
- I feel that mother-tongue speakers are more convincing.
- Native speakers are more convincing.
- Because they seem to have more topics.
- Because they seem to talk about various issues.
- Because I feel that they seem to keep up a lively conversation.
- Because I thought that it was easier to extend a conversation.
- Because it is fun to understand the conversations of native speakers and so on.

- Because the content of the conversations (held by people who speak English) are more positive.
- They seem to hold their own opinions.
- From the perspective of an English learner, I think it is good to have a lot of native speakers talking.
- Because I think both Japanese speakers and non-native speakers can learn a lot.
- Of course I want people who speak English well to speak it a lot.
- Because I think the conversation in which Japanese people interview famous native speakers was especially helpful.
- Because it is easier to respond to a suggested topic than to think of a topic by myself.
- Because we Japanese study [English], there is no point if we speak it a lot!
- It is OK for (3) to speak more than (2).
- Because I feel irritated if (1) and (3) are overly proficient at English.
- Because I want to know [English for myself].
- Because English is necessary.
- Because they love their mother country.
- I want to absorb the English language by using it a lot.
- Because I/we can use it in the world.
- English language is necessary.
- Raising an issue.
- Because I want to know various things about English.
- I want to learn a lot about the English language.
- Because I think that we can learn the English language if we include it more frequently [in textbooks].
- Because I think it is good to see many things written in English.
- It is easy to understand because it is written in English.
- Because it is better to speak English frequently.
- Because I want them to speak in English.
- Because I want to hear languages of other countries a lot.
- In order to listen to the English language.
- I want to listen to English language.
- Because I want to listen to English language.
- Because I want to listen to English language a lot.
- Because I can listen to the pronunciation of English language and so on a lot.
- Because I want to listen to varieties of English.
- I want to test my listening ability.

- It is better to listen to English language as much as possible because it is a common language.
- Because native speakers are closer to the place where English is spoken.
- Because they only speak English.
- Because they speak English language for us.
- Because I want to practice English more regularly.
- Because I already know the Japanese language and do not need to know any other language.
- Because it can fit well in a textbook.
- I want to become familiar with [a native speaker] speaking English.
- We can find the English language used a lot in Japan.
- River.
- Honestly, anyone is OK.
- Anyone is OK.
- No particular reason.
- No particular reason.
- No particular reason.
- No particular reason.
- No particular reason. (3)
- No particular reason. (2)
- Nothing in particular.
- I chose without thinking.
- I feel that I can test my listening ability and understanding when I go abroad.
- Because I want to listen to English anywhere in the world.
- Because it is most likely to be used for listening in the national examination [the so-called "Centre"]
- Because I want to listen to how they pronounce different words.

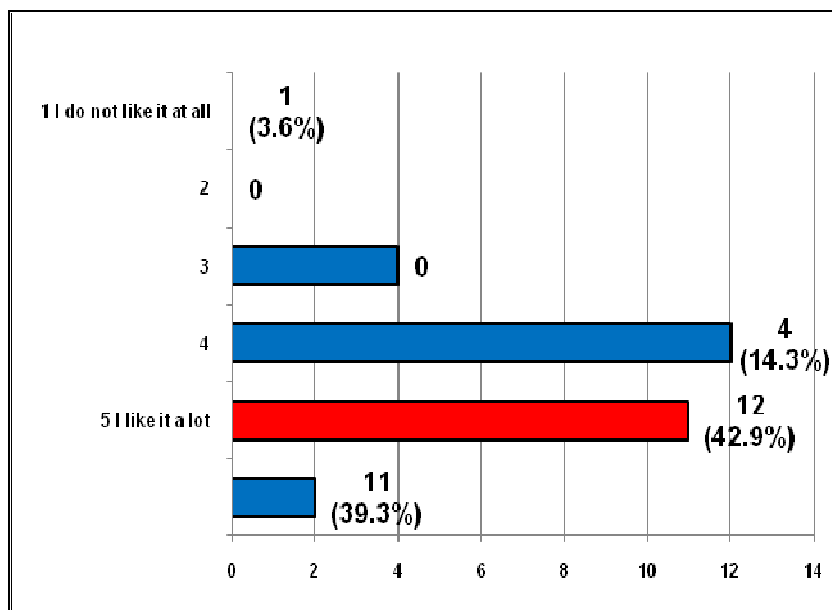
Appendix 5.3: Teachers' responses to Question 6-1, Part 1 (N = 28)

Communication between a Japanese and a native speaker



Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5 = I like it a lot, 1 = I do not like it at all)
(1) Japanese and Native speaker, (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker, (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Communication between a Japanese and an non-native speaker (other than Japanese)

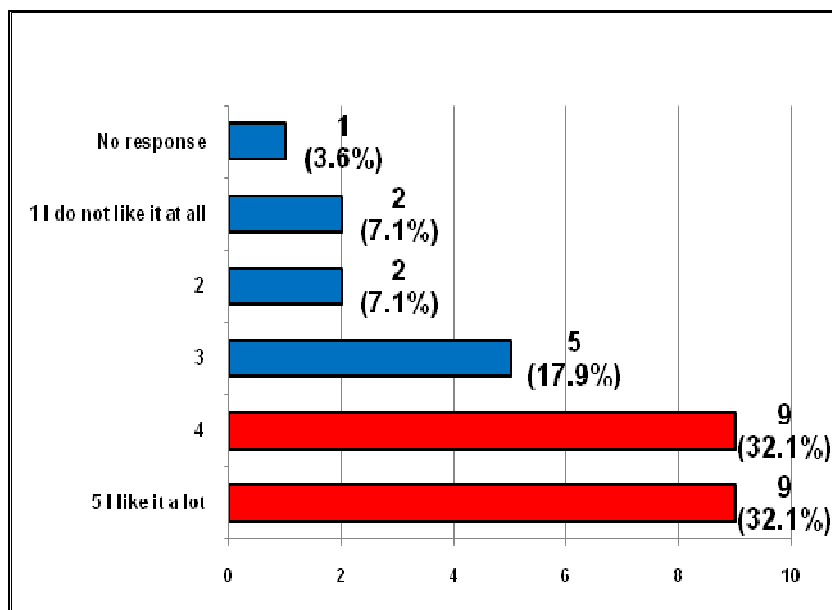


Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number.

(5 = I like it a lot, 1 = I do not like it at all)

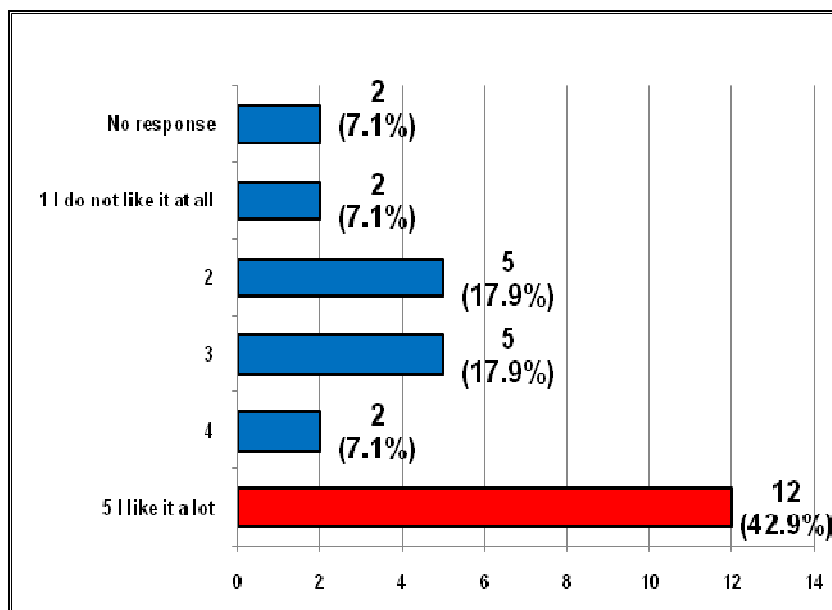
(1) Japanese and Native speaker, (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker, (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Communication between native-speakers



Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)
 (1) Japanese and Native speaker, (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker, (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

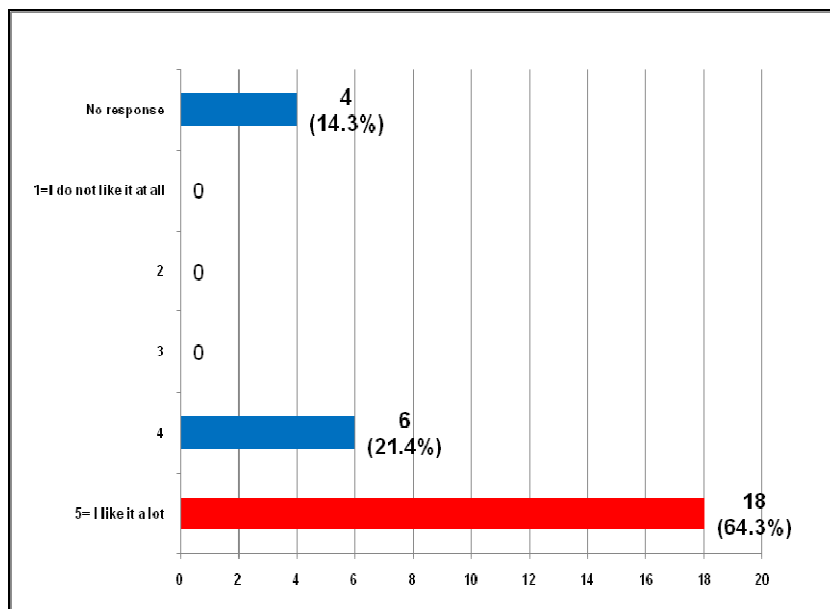
Communication between Non-native speakers (other than Japanese)



Question 6 Suppose there are dialogues which involve the following different pairs as participants in your English coursebook. For each pair, how would you prefer to have the dialogue in your coursebook? Please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)
 (1) Japanese and Native speaker, (2) Japanese and Non-native speaker (other than Japanese), (3) Native speaker and Native speaker, (4) Non-native speaker (other than Japanese) and Non-native speaker (other than Japanese)

Appendix 5.4: Teachers' responses to Question 2, Part 2 (N = 28)

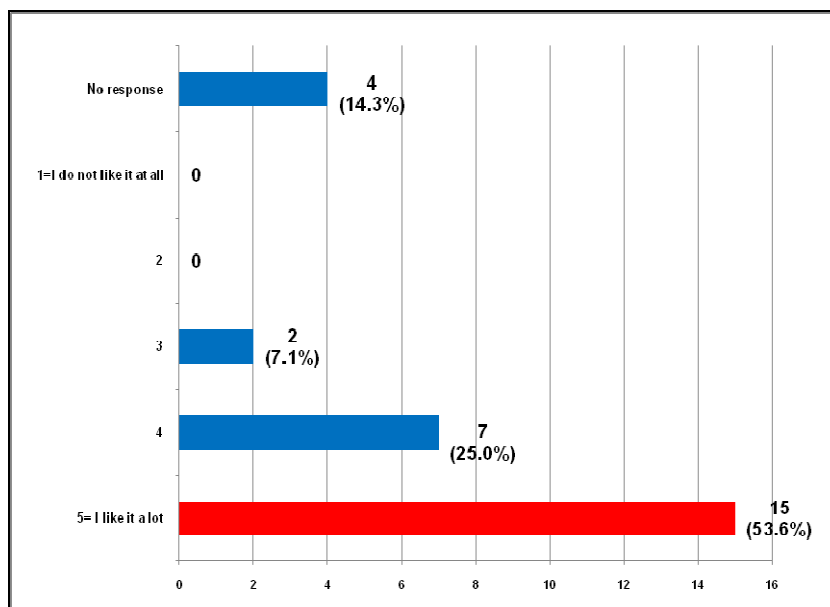
Inner-Circle topics



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number (5= I like it a lot, 1 = I do not like it at all)

(1) Topics about country where English is used as a mother tongue (or a first language)

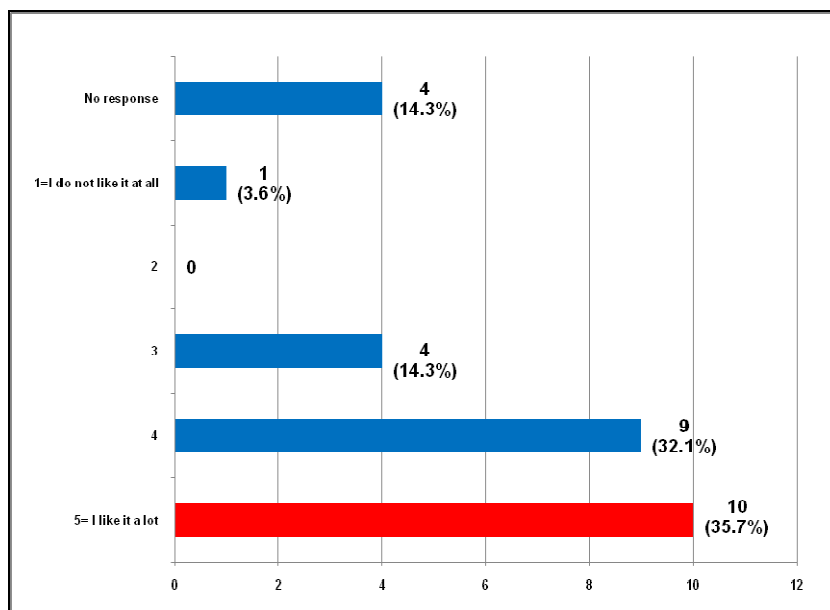
Outer-Circle topics



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)

(2) Topics about country where English is used as an official language (or a second language)

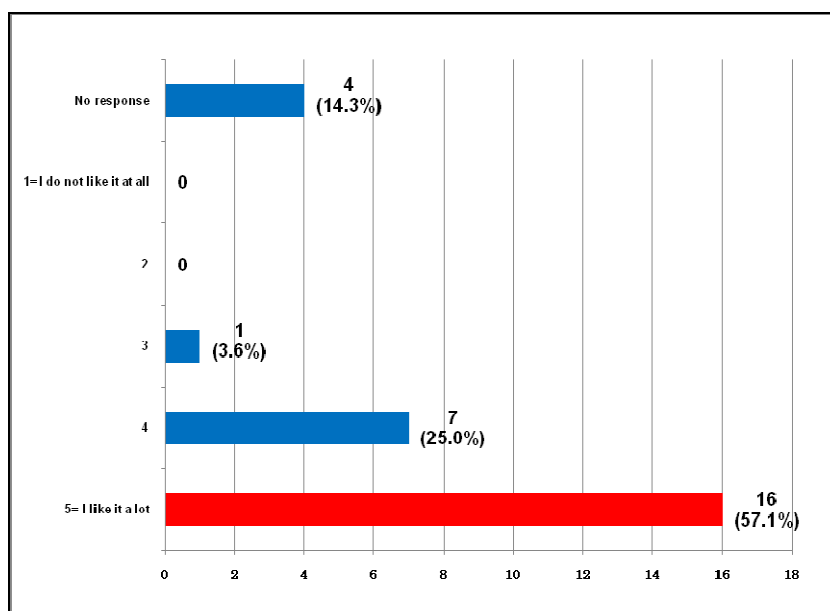
Expanding Circle topics



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)

(3) Topics about country where English is used as a foreign language (other than Japan) (e.g. China, Korea, Brazil, Spain and Russia)

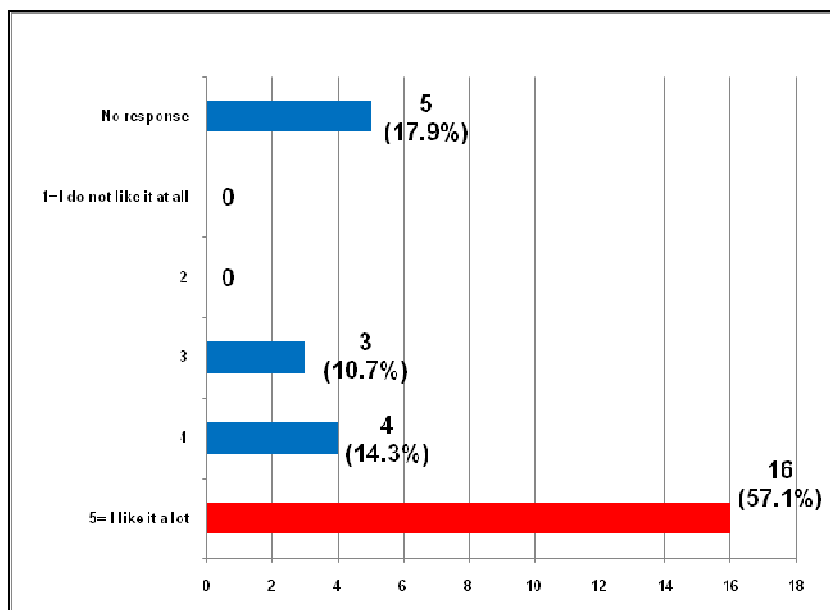
Topics about Japan



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)

(4) Topics about Japan

Multicultural topics



Question 2 How would you prefer to have the following topics (1) – (5) in your coursebook? For each number, please indicate your preference using the following scale and circle the appropriate number. (5= I like it a lot, 1 = I do not like it at all)

(5) All of the above (1) – (4)

Appendix 5.5: Summary of Senior-High School Student's written comments on

Q1-6, Part 2

Q6: "It is important to speak and write 'Standard English'"

(Translated in English)

It is taken for granted

- It is taken for granted. (2)
- Because it is taken for granted.
- It is taken for granted within English education at school. [This is so in the original.]
- The opinion makes me think: "Isn't it taken for granted?"
- That is what we already knew.

Everyone knows

- Because I think everybody knows it.
- I already knew that.
- We know without being told by the textbook.
- No need because people already know it so well.
- I want to say: "I know".
- I know.
- I know that it is important to speak and write 'Standard' English

Unnecessary

- I/we already know and so there is no need to mention it.
- Because it is what I am always being told; it is OK not to be mentioned in the textbook.
- No need to write about this.

Agreeing:

- I think it [to speak and write 'Standard' English] is important, too.
- I think it is important. (6)
- I thought it seemed to be important.
- I think this is very important.
- I think it is good. (4)
- I think so.
- I think so, indeed.

- I think that is right.
- I think so.
- I think so, too. [So in original.]
- I think so, too and it is OK to emphasize it more.
- As stated in the sentence. [So in original.]
- I think that is right, too. But...
- I am convinced by the contents of the English sentence itself.
- I agree.
- I think that is the most meaningful issue.
- Because 'Standard English' is the most important.
- Because this is the most necessary issue.
- It is the most acceptable.
- If we use it [English] at work, it is important.
- I/we need it.
- If it is not important, it means that we deny our English class in Japan.
- It is correct and I feel like trying to speak 'Standard English' through this sentence.
- I don't think that is right, but I think it is better if I/we can.
- It is better if we can do it at a certain degree.

Basics:

- It is the basic English.
- Because it is the basic English.
- The basic is important.
- I think 'Standard English' is the basic.
- I think the basic is 'Standard English'.
- It is important because it will become the base of various English.

Usefulness of English:

- It ['Standard English'] is currently used most frequently.
- It is necessary to have a language through which people can communicate everywhere anytime.
- I think people understand it in any country.
- It is understood for sure (without failure).

Importance of English

- We can learn [literally ‘understand’ in Japanese] the importance of the English language.
- It is good because we can understand [literally ‘understand’ in Japanese] the importance of the English language.
- We can learn [literally ‘understand’ in Japanese] that ‘Standard English’ is important.

English as an ELF/EIL

- Because English is becoming the most common language in the world, it is better to raise important issues concerning the language.
- This is true [if we regard English] as an internationally common language.

Needs:

- This will become necessary from now on.
- It is important because I think I will use English in the future.

Communication:

- Because I can communicate [by using it].
- I think it is OK as long as I can make myself understood.
- If people understand me, I think it is OK.

Cautions:

- It sounds like only ‘Standard English’ is important. I think it is impolite to use anything other than Standard English with speakers in other countries.
- It seems like discrimination.
- It sounds as if only ‘Standard English’ is correct.
Because those who do not speak ‘Standard English’ will be dissatisfied.
- This will make us stick to ‘Standard English’.
- I feel we are bonded only with a single stereotype.
- It is not preferred because it seems to emphasise the so-called “standard”.
- I don’t know whether it is good or bad to tell [insist, force] students to use only ‘Standard English’.
- Surely the ‘Standard English’ is the easiest to use and the most practical when we talk with other people. But, if we say it is important, we do not use the ‘Standard English’ outside [So in original text.].

- What is 'Standard English'? Is it British English? I think the 'standard', if we regard it as a dead language, should not be kept.
- The 'standard' behind 'Standard English' is unclear.
- The 'standard' is never defined.
- It is difficult to understand what 'Standard English' actually is.
- I think dialects are also important.
- I think it is also OK if there are differences.
- I think it is OK if the variety [we study] is not 'Standard English'.
- Is British English not good?
- Is English in Singapore not good?

Writing and Listening:

- It is no good unless we can speak and write it ['Standard English'].
- Both writing and speaking are necessary.
- I think it is important to write 'Standard English', but with regard to speaking, I think it is OK to use other forms of English so long as I can at least convey what I want to say to people.
- Listening is also important.
- We can communicate by speaking without writing.
- Because even in America there are people who are unable to write.

Others:

- Because it seems that it is forcing us [to do so].
- 'Standard English' may be important, but it is not everything. I think is OK to leave it out of the textbook.
- We cannot communicate by using 'Standard English'.
- I do not like the term 'Standard English'.
- Because I think Japanese people do not have a very clear sense of what 'Standard English' actually is.
- I thought it was important to make sure of this opinion.
- I think it is important in Japan but not so important in foreign countries.
- I think it is OK to learn ordinary English.
- I think I/we cannot even use Japanese language correctly. It is more difficult to use English correctly.
- It is OK if we can neither speak nor write.

- It is OK if I/we speak what we want.
- It is OK if I/we speak what we want.
- It is easy to understand.
- It is good because it is the English which is easy to understand.
- I think it is very important because it is a basic sentence in English.
- It is easy to translate.
- I think it is easy to understand and that the content is also good. (Convincing.)
- It is good because I/we can learn the structure: "It-to".
- I think it is good because "It is~to" is a basic structure.
- Because I/we often use "It~to~".
- Because there is the structure of "It is".
- If "for ..." is included.
- The important grammar is included.
- Easy. It is also OK [for a textbook] in junior-high.
- It is good if we can also use it in some other contexts.
- I think it is good if I/we have it as an example sentence.
- I think it is meaningless.
- It is not so important.
- I do not understand why it is important.
- It depends on how it connects to the next sentence.
- It should be written if it is really important.
- I do not mind whether or not it is included.(2)
- I do not say that.
- I have nothing in particular.
- Nothing in particular.(5)
- ?

Appendix 5.6: Summary of Senior-High School Student's written comments on Q1-7, Part 2

Q7: "[W]hen you have a chance to speak English with someone, don't worry if your English is not always "correct" or "perfect".

(Translated in English)

Confidence

- I think I/we can have confidence in my/our own English.
- We can have confidence and it is likely to be encouraging in learning English. If we think we should be perfect, we feel that we are trying something far too difficult to achieve – something that is too far beyond our ability.
- I can have confidence.
- It will boost my confidence.
- I can have confidence.
- I can have confidence, can't I?
- I think it [Sentence 7] is better than [Sentence 5] for those who try to speak English, although they do not have confidence in my own English.
- There is absolutely no 100% in/for anything. It is taken for granted that we/people make mistakes. And so I can say that it is most necessary for us to learn English and have some confidence in our own English.
- Because I think it is important to speak English with confidence – even when my/our English may be wrong.

Relaxed, at ease

- I feel relieved.
- Because I feel relieved.
- I feel relieved if someone says it to me.
- Because I feel a little relieved.
- I feel a little relieved.
- Because we can be relaxed/relieved if we are taught this.
- I think people who are worried feel relieved [by this sentence].
- I think this sentence is extremely important. I sometimes cannot speak [English] because I am so worried about my pronunciation.
- I think this is a good sentence because it gives us a piece of advice regarding shared worries and concerns.
- It is easy to read and understand. I feel relieved by being taught this.
- I feel relieved if someone says this to me.

- It is hard to speak English perfectly. I appreciate reading this in a textbook because it gives me a sense of relief when I go to foreign countries.
- I may feel a little more at ease.
- Because everyone will be able to speak English more easily.
- There may be some people who seek perfection too much. People can take it easy if the textbook includes a piece of information like that.
- I think I/we can be more relaxed when speaking English if I/we can feel that it is OK to make mistakes.
- In order to remove my/our anxiety.

- We have room in our feelings.

- We will stop feeling scared about speaking English.
- I hope my/our fear about English will be reduced/lessened. Good opinion.
- This is good because it will remove some of the hesitations I/we have about using English.
- It gives me courage.
- The content of the English sentence itself can make me/us encouraged.
- It is good because it can give me/us certain feelings of sympathy.
- People who are not good at English may lose their sense of inferiority.
- It removes (to a certain degree) my/our unpleasant feelings towards the English language. [So in original text.]
- I feel it will make learning English easier.
- I think: "If it is OK not to be perfect, then let me try to speak more!"

Willingness to speak

- I will try to speak more if it is OK to be imperfect.
- I think the willingness to speak is important. [So in original text.]
- Willingness to speak is important.
- Trying to communicate is important.
- “I want to communicate!” – I think that is the most important thing!
- The feeling of being a communicator is important!
- Because I think a feeling of “I will try” is important.
- I think this feeling is important.
- I feel like trying to use English.
- Activeness/willingness is important.
- In order [for someone to] raise his/her willingness.

- I think nothing will begin happening unless we start talking.
- I think nothing will begin happening if we afraid of making mistakes.
- I think speaking is important. (2)
- Because Japanese people stick to perfect English, ↑[the above sentence on international intelligibility as a goal] is important.
- I think this is a very important sentence because there are many perfectionists among the Japanese people.
- I think it is important because many Japanese people seek perfection.
- I think Japanese people should speak English more often –because it is OK if they make mistakes.
- Japanese people often lack the confidence [to speak English].
- I'm happy to hear people say this kind of thing because many Japanese people feel shy when speaking English – primarily because they are not accustomed to speaking the language.
- I think the Japanese people should be informed about this. They are not very good at expressing themselves other than saying “I don't know, but...”.
- I think people need to know that it is OK not to be perfect.
- People will know that it is OK to speak imperfect English.
- Because people will know that it is not necessary to speak like foreign people.
- Because it will not give the impression that we must obey the grammar.
- It is OK if we can communicate.
- I think it is OK as long as we can communicate.
- I think it is OK as long as we can communicate. It is not our mother language.
- It is a question of “whether we can communicate” or “whether it [the message] was conveyed”.
- It is no good if we cannot convey our message.

Communication

- We can communicate even if it is not perfect.
- Because we can make ourselves understood even by a single word. (This is no good at work.)
- People will be able to understand.
- We can communicate.
- Communication is OK even if it [our English] is like that.
- I think we can communicate as long as we have some degree of proficiency in English speaking.

- We can communicate if speakers have a willingness to convey messages and if listeners have a willingness to listen to those messages!
- We can express ourselves by using gestures and so on.
- I think it is OK if I/we can make myself/ourselves understood through gestures.
- We have gestures, too!
- We have gestures, too.
- We should know that we can use gestures, too.
- I manage to communicate using gestures and single words, but a larger vocabulary and more complex grammar is necessary for communication.

Concerns

- Depending on how we interpret it, there might be some people who feel that “Then, we don’t have to work very hard”.
- While this makes people feel relaxed, it will also lower their ability to speak/write English.
- I feel that the degree of perfection in my English will be decreased in the future.
- If it [what we write] should be correct for school tests and so on, then this sentence is no good, is it?
- I think so, but I think (6) [Extract 6] is more accurate when learning [English] as “a [school] subject” (when it is written in a textbook).
- I don’t know if I should learn to speak English. If it is only grammar [that we are learning], then this sentence has no value.
- People will misunderstand unless we replace “it is OK not to be “correct” or “perfect”” with “it is OK to simplify after studying how to simplify”.
- It is not helpful to say that there are “no worries if our English is Japanese accented.” If we speak English, then our objective is to speak at the same level as native speakers.
[So in original text]

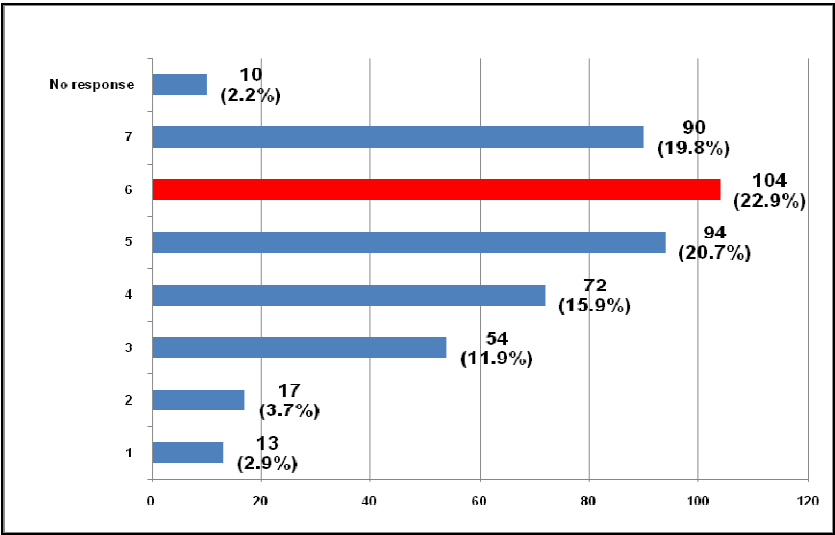
Agreeing

- That’s right.
- I think so.
- Because I think that seems right.
- I think it is good.
- I think it’s good.
- I think it’s good.
- I think no problem with it.

- I am happy with a sentence like this.
- I think it's important.
- I thought it seemed important.
- Important!
- I think that is important.
- Because I think it is important.
- I think this is a fact we should know.
- I think that is surely right, but I do not think there is any need to write it.
- I do not think this is a good sentence for learning, but I do think that the meaning behind it is correct.
- I think it is enough to simply write: "Don't worry".
- Because I think many people do not think so.
- I have often been told something similar to this.
- We do not need perfection in this world.
- We can learn the difficulties of English.
- Otherwise, we cannot acquire an ability to speak.
- We should express our opinions as they are.
- I think it would be OK when talking.
- Because I may go abroad in the future.
- A certain degree [of error] is safe/OK!!
- This is convincing when said in English.
- I think it is OK if I can speak Japanese.
- There are various forms of English.
- Accents and so on provide one of the best examples.
- I think it is very important because this is a very basic sentence in English.
- It is easy to read because it is a very beautiful sentence.
- I think it is good because "If" and "not always" are used. [The grammar item of] Textbooks often feature partial denial. (So in original text.)
- Including "When" and "if".
- I don't care so much.
- To a certain degree.
- Whichever is OK.
- I don't need it.
- I have nothing in particular.
- Nothing in particular. (4)
- Nothing.

-....
-?

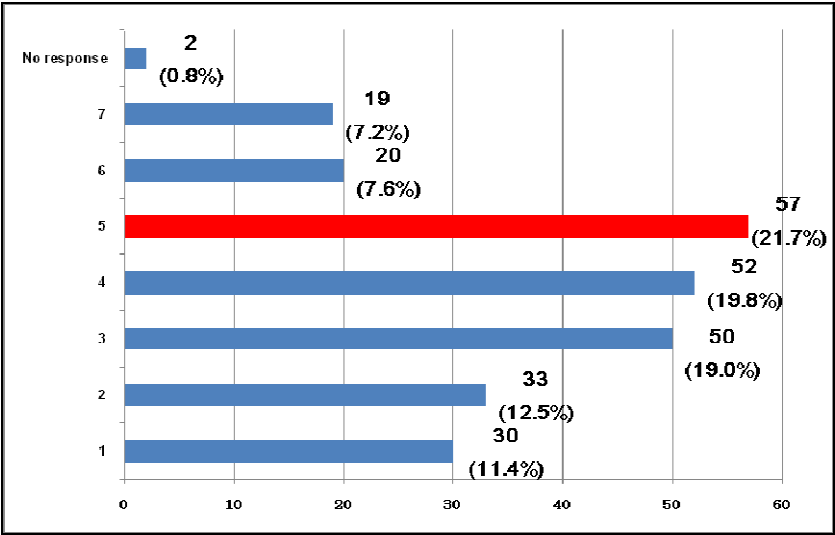
Appendix 5.7: Responses of Senior-High-School Students to Question 3, Part 3,
Speech1, 2. not easy to understand/easy to understand (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

2. not easy to understand 1 2 3 4 5 6 7 easy to understand

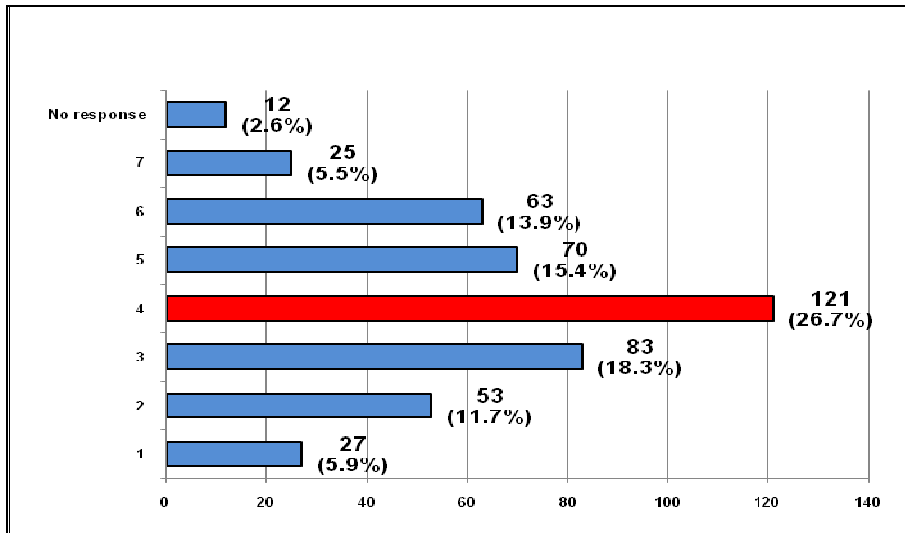
Appendix 5.8: Responses of Junior-High-School Students to Question 3, Part 3,
Speech1, 2. not easy to understand/easy to understand (N = 263)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

2. not easy to understand 1 2 3 4 5 6 7 easy to understand

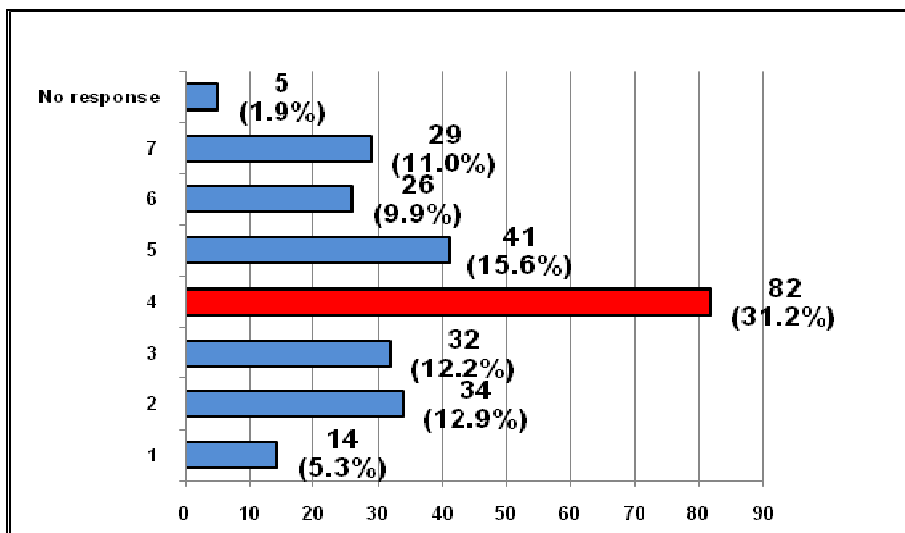
Appendix 5.9: Responses of Senior-High-School Students to Question 3, Part 3,
Speech1, 3. likeable/not likeable (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

3. likeable 1 2 3 4 5 6 7 not likeable

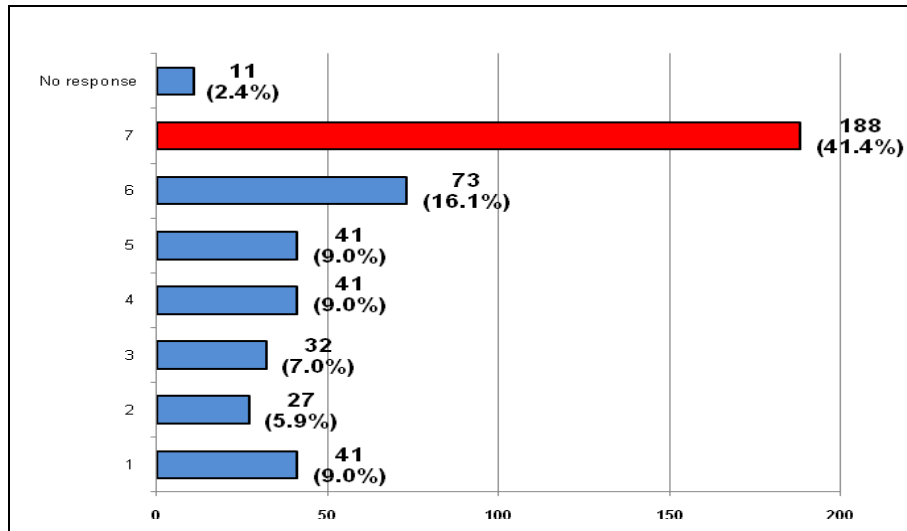
Appendix 5.10: Responses of Junior-High-School Students to Question 3, Part 3,
Speech1, 3. likeable/not likeable (N = 263)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

3. likeable 1 2 3 4 5 6 7 not likeable

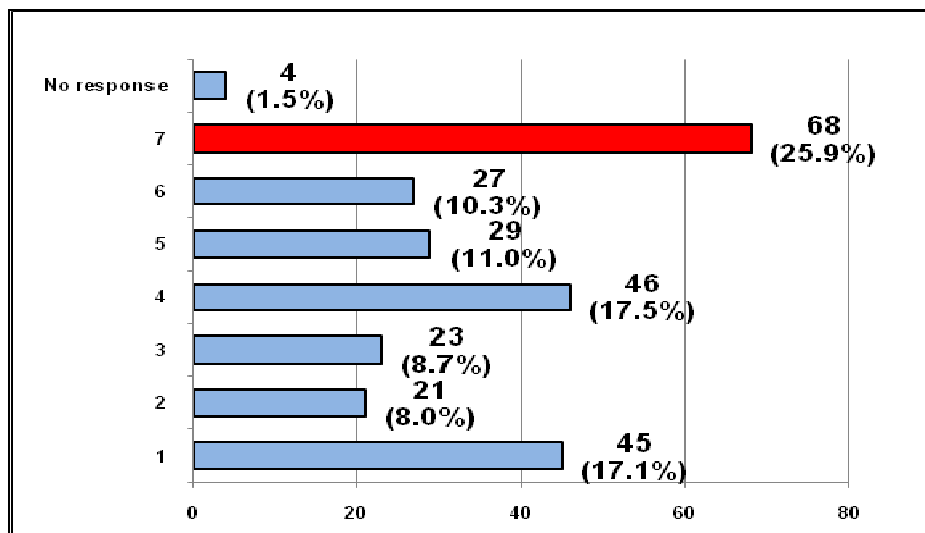
Appendix 5.11: Responses of Senior-High-School Students to Question 3, Part 3,
Speech 2, 3. likeable/not likeable (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

3. likeable 1 2 3 4 5 6 7 not likeable

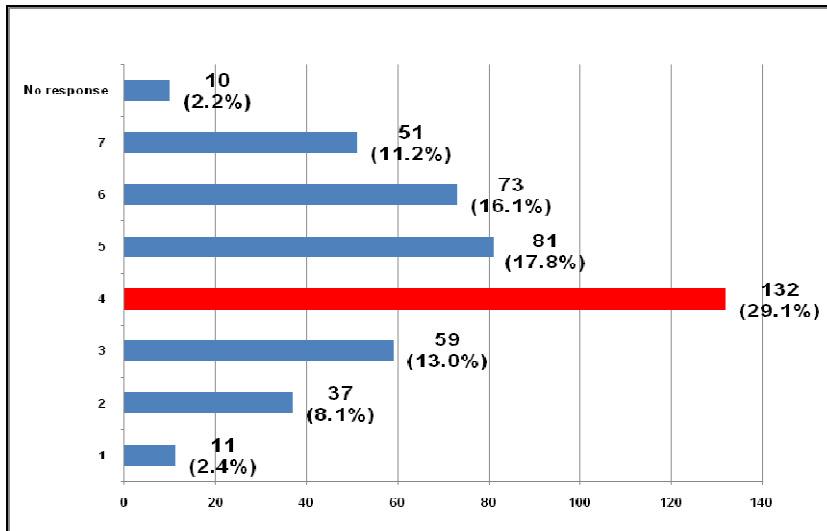
Appendix 5.12: Responses of Junior-High-School Students to Question 3, Part 3,
Speech 2, 3. likeable/not likeable (N = 263)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

3. likeable 1 2 3 4 5 6 7 not likeable

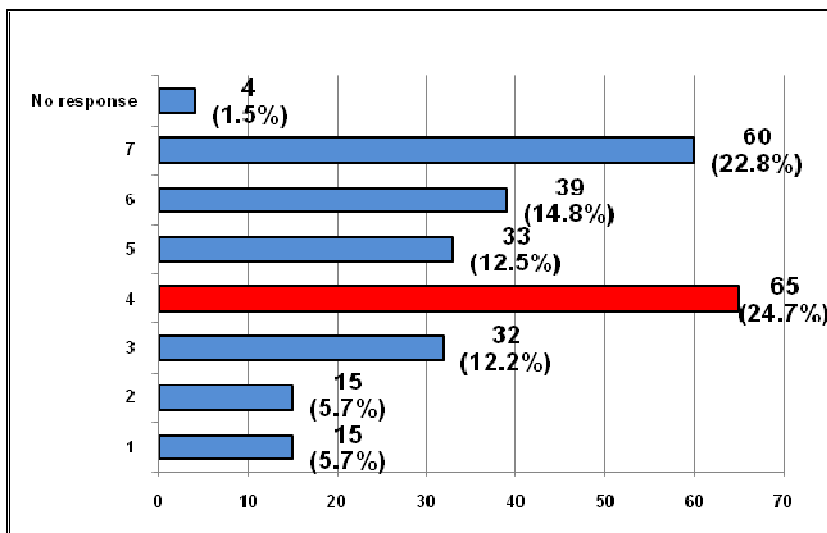
Appendix 5.13: Responses of Senior-High-School Students to Question 3, Part 3,
Speech1, 4. this is like how I speak English/this is not like how I speak English (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

4. This is like how I speak English 1 2 3 4 5 6 7 This is not like how I speak English

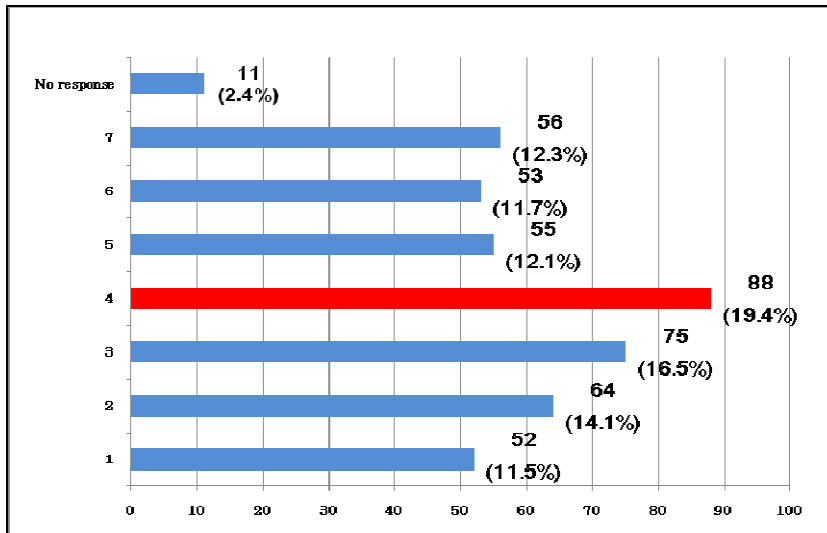
Appendix 5.14: Responses of Junior-High-School Students to Question 3, Part 3,
Speech1, 4. this is like how I speak English/this is not like how I speak English (N = 263)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

4. This is like how I speak English 1 2 3 4 5 6 7 This is not like how I speak English

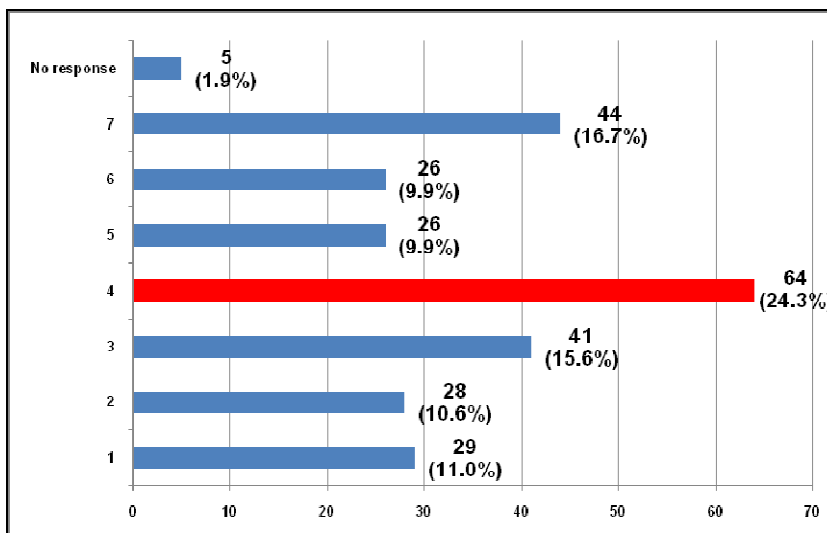
Appendix 5.15: Responses of Senior-High-School Students to Question 3, Part 3,
Speech 2, 4. this is like how I speak English/this is not like how I speak English (N = 454)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

4. This is like how I speak English 1 2 3 4 5 6 7 This is not like how I speak English

Appendix 5.16: Responses of Junior-High-School Students to Question 3, Part 3,
Speech 2, 4. this is like how I speak English/this is not like how I speak English (N = 263)

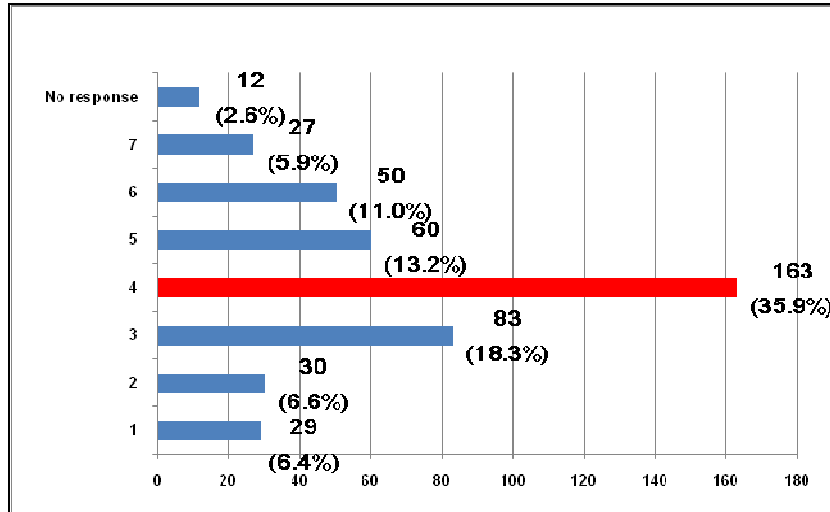


Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

4. This is like how I speak English 1 2 3 4 5 6 7 This is not like how I speak English

Appendix 5.17: Responses of Senior-High-School Students to Question 3, Part 3,

Speech1, 6. this is what I can attain in the future/this is not what I can attain in the future (N = 454)

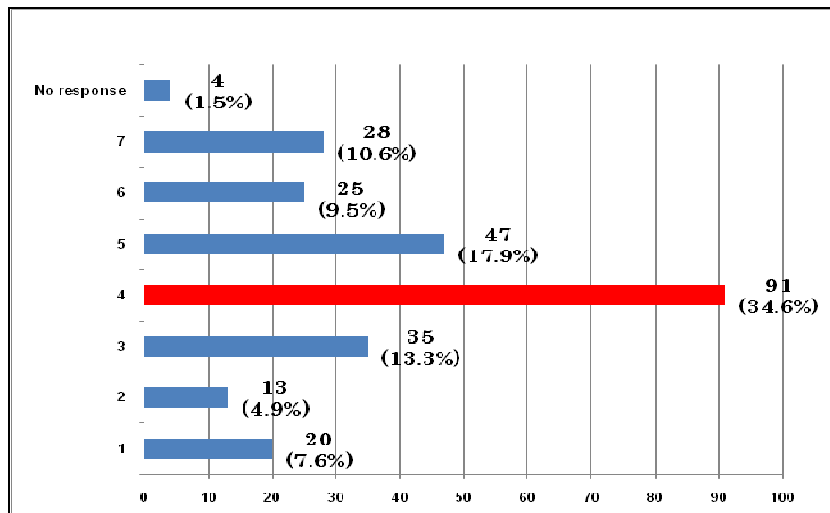


Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

6. This is what I can attain in the future 1 2 3 4 5 6 7 This is not what I can attain in the future

Appendix 5.18: Responses of Junior-High-School Students to Question 3, Part 3,

Speech1, 6. this is what I can attain in the future/this is not what I can attain in the future (N = 263)

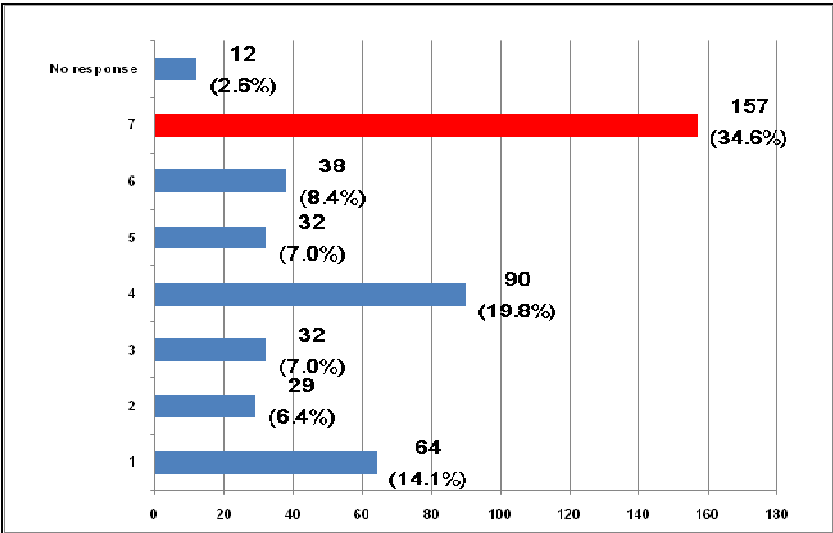


Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

6. This is what I can attain in the future 1 2 3 4 5 6 7 This is not what I can attain in the future

Appendix 5.19: Responses of Senior-High-School Students to Question 3, Part 3, Speech 2,

6. this is what I can attain in the future/this is not what I can attain in the future (N = 454)

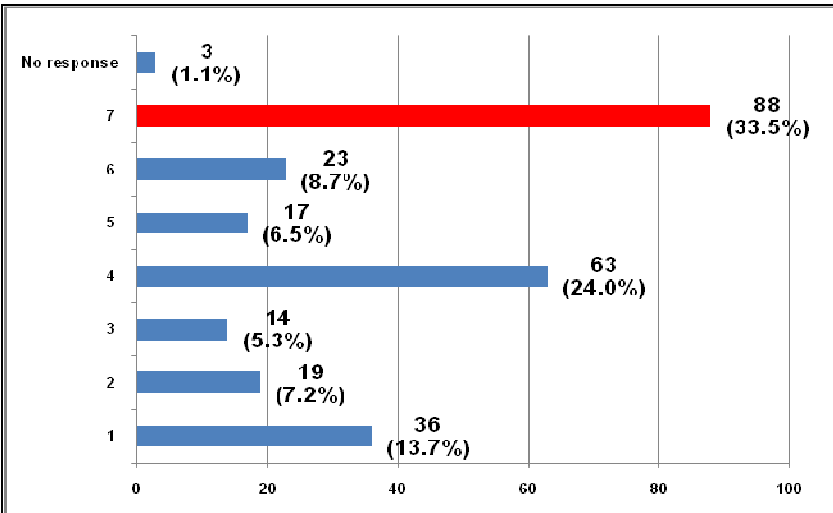


Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

6. This is what I can attain in the future 1 2 3 4 5 6 7 This is not what I can attain in the future

Appendix 5.20: Responses of Junior-High-School Students to Question 3, Part 3, Speech 2,

6. this is what I can attain in the future/this is not what I can attain in the future (N = 263)



Question 3 Listen to the two recordings (Speech 1 and Speech 2) and circle the number you think is the most appropriate on the following scale.

6. This is what I can attain in the future 1 2 3 4 5 6 7 This is not what I can attain in the future